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## ABSTRACT

This document consists of the three 1999 issues of a newsletter disseminating information on the Society for Research in Child Development and providing a forum for important news, research, and information concerning advancements in child growth and development research. Each issue of the newsletter includes announcements and notices of conferences, workshops, position openings, fellowships, and member obituaries. The Winter 1999 issue contains the following articles: (1) "Program Committee Plans for the 1999 Biennial Meeting"; (2) "Previews of Biennial Meeting Events"; (3) "Developmental Psychology in Its Social and Cultural Context"; (4) "Report from Washington"; and (5) "Giving Child Development Knowledge Away." The Spring 1999 issue contains the following articles: (1) "Message from the President...Professor Sir Michael Rutter"; (2) "News from the Executive Branch Policy Fellows"; (3) "Changes in Maternal and Child Health Bureau Research Program. Report from Washington."; and (4) "Preparing Successful Proposals for Institutional Review Boards: Challenges and Prospects for Developmental Scientists. Ethical Issues Related to Developmental Research and Its Applications." The Fall 1999 issue contains the following articles: (1) "Commentary for the Behavioral Science Working Group of NIMH"; and (2) "Mentoring for the Millennium." (KB)

# **Society for Research in Child Development Newsletter, 1999**

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**Editor: Pamela Trotman Reid**

**Society for Research in Child  
Development**

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# Program Committee Plans for the 1999 Biennial Meeting

**T**HE 1999 BIENNIAL Meeting of the Society for Research in Child Development will be held in Albuquerque, New Mexico, April 15-18, 1999. The program includes over 2,600 submitted symposia, posters, and discussion sessions, representing the work of over 5,000 authors. Participants will come from all over the world, with more than 900 from countries outside the U.S.

Invited presentations cover topics such as the role of stereotypes in shaping intellectual identity and performance by Claude Steele; experience, brain development, and links to mental retardation by William Greenough; and the Israeli-Palestinian Sesame Street project by the



Program Committee members, from left: Chuck Nelson, Grazyna Kochanska, Nora Newcombe, Marian Sigman, and Bill Graziano

producer, Lewis Bernstein. The program covers a wider variety of cross-cultural topics than have previous meetings.

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# Previews of Biennial Meeting Events

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## **Society Seeks Minority Students for the SRCD Millennium Fellows Program**

**T**HE SOCIETY FOR RESEARCH IN Child Development has initiated a new minority student recruitment program whose purpose is to increase the number of minority group professionals in child development careers. The Society will host at least 20 students who will be matched with volunteer senior mentors at the spring's meeting in Albuquerque—with your help!

Invited students will be fully supported to attend the SRCD meetings, but the program offers more than just a scholarship or travel grant. It will also include a day and a half of preconference, orientation-type lectures, social events, and outings to child development-oriented sites. Undergraduate and beginning master's-level graduate students are eligible.

Our purpose is to attract and involve students who are not yet fully committed to a child development-oriented career. Finding those students is the paramount task. A good example of the student we seek would be the junior undergraduate or beginning master's-level graduate student who is assisting in a research lab or serving as a child policy intern for financial support, not yet out of a strong personal interest in the field. Another pool of students would be those at historically minority colleges and universities who have shown an interest in child development but are unsure of their future plans and could find inspiration at the Albuquerque meeting. Thus, students already enrolled in a doctoral program in a field related to child development are not eligible for Millennium Fellow status.

In addition to the pool of undergraduate and master's-level graduate students, five al-

ready committed doctoral students will be invited to serve as inspiration and models for younger students; they will receive a modest travel stipend. These junior mentors will be asked to provide direction and support for four younger students during and after the conference. They will also have an opportunity to present their research at a student symposium and to interact with the senior mentors as we develop new ways to encourage and support the younger students' career development.

You have an opportunity to reach out to students who may lack a mentoring relationship, or who may be interested in a child development-oriented career and not know what steps to take to realize their goal. The focus of our recruitment energy will remain on those students not yet committed to a career path.

We are asking for your help in identifying appropriate students. Students will receive application information from us, or they may download it from the

SRCD website [www.journals.uchicago.edu/SRCD/srcdhome.html](http://www.journals.uchicago.edu/SRCD/srcdhome.html) [in the near future, [www.srcd.org](http://www.srcd.org)]. Along with an application form, students will be asked to submit a letter of recommendation and an unofficial copy of their transcript. This information must be returned no later than February 17, 1999. Final decisions will be made by March 12, 1999.

For further information or to refer students who may benefit from this support program, please contact LaRue Allen at [larue.allen@nyu.edu](mailto:larue.allen@nyu.edu)

## **Learn About Strategies for Getting Your Message Out to the Media**

**T**HIS HANDS-ON WORKSHOP, organized by the SRCD Committee on Child Development, Public Policy, and

Public Information, will focus on how research makes its way into the popular press and how we can make findings more media friendly. The workshop will also help researchers understand journalists' perspective and the nature of their job.

More and more researchers are being approached by the media to tell the public what research has to say about the various issues of children's lives. To improve policy and programming on children's behalf and to inform the public of the value of developmental research, researchers have to become more effective in getting their message out to the media.

A panel of media consultants, practicing journalists, and academicians with a track record of getting their message out will coach participants in the "how-tos" of initiating media contacts and cultivating reporters' interest in research on child development.

This preconference workshop will take place from 2 to 5 p.m. on Wednesday prior to the opening of the meeting on Thursday.

Registration for the workshop is *not* being handled by the Ann Arbor office. *To register (the deadline is March 15), please use the form provided on page 21.*

#### **Network Students Will Hold Conversation Hour and Reception**

**S**RCD'S RESEARCH AND POLICY Training Connection, a network of student and young professional members who share an active interest in research and policy (see Connecting Research and Policy, page 14 in this *Newsletter*) is hosting two events at the 1999 SRCD Biennial Meeting. All interested persons are encouraged and invited to attend these network events:

- (1) An Invited Conversation Hour, when invited panelists and audience participants will discuss the targets, trajectories, and work and training opportunities of the research and policy practitioner. The session will close with a discussion of what additional programs, if put into place, could facilitate the professional development of



WATERCOLOR BY ROGER DAVIS

scholars interested in combining research and policy.

- (2) A reception for network participants, network supporters, and their guests that is scheduled to immediately follow the conversation hour. Refreshments and a relaxed atmosphere for introductions, exchanges, and conversations are provided.

The Conversation Hour will be held on Friday, 4:30–5:20, in the La Cienega Room, with the reception to follow.

#### **Entering the Academic Market Place: A Guide for the Perplexed**

**T**HIS PRECONFERENCE WORKSHOP is being cosponsored by the American Psychological Association and will be held April 14, 4:00–9:30 p.m., and April 15, 8:30 a.m.–12:30 p.m. It is intended for anyone about to enter or currently in the academic job market in psychology and related disciplines. Sessions will include discussion of the stages of job seeking, strategies for landing an academic position, and job diversity in academia. The workshop is open to meeting registrants, but you will be assured space if you e-mail your intent to [edonchin@uiuc.edu](mailto:edonchin@uiuc.edu).

#### **Special Events**

**T**HE THREE EVENTS—INDIAN Pueblo Cultural Center, Los Amigos, and Lunch with the Leaders—*require a reservation. Use the registration form on page 17 to reserve space. Send your form, with payment, to SRCD registration. If you have already registered for the meeting, use an additional registration form to request event space. You will receive a second confirmation for the additional payment. Reservations are guaranteed; no refunds will be honored after April 7.*

##### **Indian Pueblo Cultural Center**

The rich treasures of tradition, culture, and creativity are just part of the legacy of the first people to inhabit the Southwest thousands of years ago. Their story unfolds in the fascinating exhibits at the Indian Pueblo Cultural Center. The center is a nonprofit organization owned

and maintained by the 19 Indian pueblos in New Mexico. A triumph of dedication and determination, the multilevel building is patterned after a traditional pueblo. The lower level houses a museum and tells the story of the Pueblo Indians from prehistoric times to the present through displays of ancient artifacts. The upper level, divided into a series of alcoves (one for each of the 19 tribes), explains the culture of each through changing exhibits, murals, and contemporary art.

The museum's restaurant is unique, serving only Native American food, with Indian baked bread and Indian fry bread as its two most requested "take-out" items. The center showcases its collection of original paintings and sculpture, emphasizing only the finest quality work. Jewelry, pottery, leather crafts, and paintings are on display and available for sale. Indian dances are featured during the summer and on special occasions. Cameras are permitted. You will board buses in front of the Albuquerque Convention Center main lobby

entrance. Price per person, including transportation, Tewa taco buffet dinner, and cash bar, is \$20. To reserve, see instruction, page 3.

### Los Amigos Round Up

Your deluxe coach will pick you up at 7 p.m. and take you to a real Southwestern chuckwagon barbecue at Los Amigos Round Up. The hospitable spirit of New Mexico will be evident from the moment you get off your coach, as you are greeted with a souvenir bandanna.

Los Amigos is located on the Sandia Indian Reservation, near the Rio Grande. Sip cool drinks under the shade of the cottonwood trees and snack on Indian fry bread and green chili stew while enjoying a bonfire or being entertained by a Western dance troupe.

Enjoy the remainder of the evening feasting on the best barbecue in the Southwest. Your menu will include smokehouse barbecue (beef, pork, and chicken), chuckwagon corn, baked beans, potato salad, bread and

butter, coffee, soft drinks, iced tea, beer, and wine. For your listening and dancing pleasure, a variety dance band will be featured.

You are sure to have a terrific time, and will be reluctant to board your coach at 10 p.m. to return to your hotel. Price per person for this event, including transportation, is \$30. To reserve, see instruction, page 3.

### Lunch with the Leaders

A popular event for students, supported by SRCD, is the "Lunch with the Leaders." This year SRCD will host two luncheons, one on Friday and another on Saturday. With a maximum attendance of 60 to each lunch, students have an opportunity to share conversation with leaders in cognitive and socioemotional development; infancy, child, and adolescence; and basic and applied research areas. The lunches will take place Friday and Saturday, 12:30–2 p.m., in Enchantment AB, Hyatt Regency. Cost is \$15. To reserve, see instruction, page 3. 🐾

## Biennial Meeting Alerts

- Note that *early* registration rates apply through February 26, 1999; after that date, the regular registration rates are in effect.
- To preregister by mail, your form *must* reach us no later than April 7, 1999—please allow 7 working days for mailing. Any registration form arriving after April 7 will not be confirmed. You should plan to register on site.
- The Registration Desk will be located in the Main Lobby of the Albuquerque Convention Center's East Complex.
- If you have sent in your housing application and have not received a confirmation of any kind, please contact the Albuquerque Housing

Bureau at (505) 346-0176 or [housing@nmtravel.com](mailto:housing@nmtravel.com)

- If you have not sent in your housing application yet, we recommend that you do so at your earliest convenience.
- New in this *Newsletter* is the Position Opening form (page 20). Use this form to advertise position openings in your department or university free of charge at the 1999 Biennial Meeting.
- For your convenience, Registration, Housing Request, and Preconference and Special Event Scheduling forms and travel information are included in this edition of the SRCD *Newsletter* (pages 16–20).

- If you are the author of a new or soon-to-be published book or journal article, suggest to your publisher that they exhibit at the 1999 Biennial Meeting. Have a representative contact Sue Kelley for details at (734) 998-6578 or [srcd@umich.edu](mailto:srcd@umich.edu)
- Some last-minute adjustments to the program are inevitable. Please check the Brief Program in your meeting registration packet for exact presentation times and locations.
- Students who want to volunteer at the SRCD biennial meeting should e-mail Kathy Stansbury indicating their interest at [kes@umn.edu](mailto:kes@umn.edu)



# Developmental Psychology in Its Social and Cultural Context

ADELE DIAMOND

THE RECENT ARTICLE BY JUDY Rosenblith and Derek Price in the SRCD *Newsletter* on "Continuing Greenfield's Initiative" (spring, 1998) caused me to go back and read Patricia Greenfield's wonderful article, which I somehow overlooked in 1995. For

over 10 years I have taught developmental psychology in its social and cultural context, drawing upon sources in anthropology, sociology, philosophy, and literature, in addition to more traditional psychological sources. Most years I have followed the large lecture course with a smaller seminar and have placed each of the seminar students with a family from a culture different from their own (such as an immigrant

family, an Amish or Mennonite family, or a family of orthodox Jews or fundamentalist Christians). The students spend an extended period of time living with the families and write a paper about their experience, drawing on material covered in the course. The lecture course is based loosely on George Goethals's remarkable course on developmental psychology throughout the life cycle that I had the great good fortune to TA as a graduate student, while the seminar grows out, in part, of my graduate experience in the Whiting-LeVine training group in cross-cultural research.

Besides the goals laid out by Greenfield of understanding others better, I hope my courses also help students understand themselves better, widening their notions of the possible, questioning assumptions they might have previously taken for granted, and recognizing and

embracing the contradictions in all of us. For example, all of us want intimacy as well as autonomy, individuality as well as community, and to be connected to and respectful of our parents yet also "our own person." In this vein, Takeo Doi argues cogently in a wonderful explication of the Japanese notion of *amae*, that *all* people, to some extent, would like to receive as adults the idealized love of a parent for a child—a love that is unconditional, that does not have to be earned and cannot be lost. All of us, Doi asserts, would sometimes like to be taken care of and indulged, i.e., to allow ourselves to be dependent. Doi goes on to assert that Westerners, to the detriment of their psychological health, try to deny this need, striving toward a wrongheaded ideal of complete self-reliance and independence. We tend to be ashamed of our desire for *amae*, instead of recognizing that it is natural and normal.

By viewing ourselves and our assumptions through the perspectives of other cultures, we can gain insights into our shortcomings and shortsightedness. The egocentrism of our Western perspective is brought home cogently in the following passage by Dorothy Lee (1950): "The Wintu [Native Americans] use of *left* and *right*, as compared to ours, shows the difference in orientation. When we go for a walk, the hills are to our right, the river to our left; when we return, the hills change and the river, while we remain the same, since we are the pivot, the focus. Now the hills have pivoted to the left of me. This has been English practice for many years, since at least the fourteenth century. . . . When the Wintu goes up the river, the hills are to the west, the river to the east; and a mosquito bites him on the west arm. When he returns, the hills are still to the west, but when he scratches his mosquito bite, he scratches his east arm. The geography has remained unchanged, and the self has had to be reoriented in relation to it."



Adele Diamond, Director, Center for Developmental Cognitive Neuroscience, Eunice Kennedy Shriver Center

WHILE PATRICIA GREENFIELD IS correct that most of Western developmental psychology has held up independence and individuation as the goals of development, there has long been another, minority voice even within Western psychology. Harry Stack Sullivan, for example, conceived of the goal of personality development, not to be better able to stand alone on one's own two feet, but to be better able to interact with and get close to others. Very much in sympathy with Chinese notions of *jen*, and with the ideas of many Asian, Latin American, African, and Native American peoples, Sullivan saw human beings as fundamentally social. For Sullivan, the basic unit was the individual-in-social-context rather than the individual alone. He talked about personality being field-dependent, rather than unchanging and independent of social context. Situational personality theorists, such as Mischel and Gergen, have greatly elaborated on that particular theme.

The fundamental interpersonalness of the human being also meant for Sullivan that the boundaries between people are porous and not sharply delineated. We sense, and are affected by, the feelings of those around us. We become ill, theorized Sullivan, because of lack of social supports or because of social conflicts. Family therapists, such as Minuchin, Napier, and Whitaker, have expanded on that theme. It would not be too far off the mark to substitute "Sullivan" each time it says "African" in the following quotation from Thomas Lambo: "Africans believe in the relation between man and man; Westerners increasingly believe in the relation between man and object. African philosophy bases all explanation on human relationships; Western philosophy bases them on science. Medicine is a good illustration of this difference. Africans believe that to protect oneself and one's family from disease, one must live peacefully with one's neighbors. . . . Westerners believe that one need only take the right pill, or have the right operation, but Africans define disease socially, not biologically."

#### THE STUDENTS SPEAK FOR THEMSELVES

I ALWAYS ASK MY STUDENTS TO write a paper on their experience of going away to college, using the material covered

in the developmental psychology course to help them reflect on their own experiences. This assignment is also a wonderful way to help students empathize with the experiences of anyone moving from one social and cultural context to another (immigrants to a new country, socially mobile or displaced persons, soldiers returning from war, etc.). In the space remaining, I would like to share a few of the experiences and insights of students from the University of Pennsylvania, Harvard University, MIT, and Washington University.

*First, from a student who was deeply rooted in the home she had grown up in, and felt out of place at college, but who has built a life for herself at college:* "During my first year at [university x], I was acutely aware of not belonging here. I was different from everyone else in so many ways: I was a Southerner, I went to public schools, and I was totally unfamiliar with the urban Northeast and its mixture of cultures and races. My family history was rooted in rural Mississippi and Arkansas, and only in the last couple of generations had anyone in my family gone to college. I felt that my previous education was inferior to most other students. I walked, talked, and even thought more slowly than everyone around me, and often I felt as stupid as many people treated me. . . . I tried very hard during this period to find people and things that reminded me of [hometown x], of 'home.' I visited Baptist and Episcopal churches around campus, trying to find a church similar to those I attended while growing up. . . . My accent actually became deeper, because I was making such an effort to hold on to my old identity, which was strongly tied up with the part of the country I had come from. . . . I didn't feel comfortable at [university x], even in my dorm room. My roommate plastered her half of the room with posters and photographs, while mine was bare of decoration. I lived as if I was staying at a hotel, unwilling or unable to give any of myself to my surroundings. . . . At the end of my freshman year, I felt less like a stranger at [university x]. However, I still considered [hometown x] my home. . . .

"Then I went back to [hometown x] for the summer. My first reaction to my old neighborhood felt like the kind of dream in which your surroundings are very familiar, but something about them doesn't seem quite right. . . . I had been expecting and longing for 'home,' a



place where I felt comfortable and confident, where I truly belonged. I felt betrayed by this place that made me uneasy, like a guest or a stranger. . . . I spent much of the summer trying to recover my feeling of confidence in home, almost like trying to fit into a pair of shoes that is too small. . . .

"In the next few years, my opinions and values continued to change. . . . I became more accustomed to [the city of university x], learning to navigate the subway system with ease, finding a Lutheran church in which I felt able to worship, and getting close to a few friends I could really talk to. My room looked less like a hotel and more like the residence of a college student. . . . The first few times I caught myself referring to [the city of university x] as 'home,' I felt guilty, as if I was the betrayer now. But in three years here, it had really become my home. I didn't feel out of place any more. Although I still saw the ways in which I was different from other people at college, I also saw all the ways that I was similar to them. . . . My sense of 'home' changed as the amount of my investment in college life changed. I believe that one doesn't find or discover a place called home, or stumble on it as if by accident. [The city of university x] became my home when I devoted more time and energy and emotion to my life here."

*Some students wanted to leave home far behind them, wanted to distance themselves from their history and their background, but rediscovered a new appreciation for home instead. Here are the words of one such student:* "First . . . you have to understand that I didn't cry at my high school graduation. You are *supposed* to cry. My classmates cried. . . . After spending twelve years with the same small group of people from the same small, rural, South Dakota community, who all had the same ideas about me, I was ready for a change. . . . I had been

pigeonholed early in life and had little in common with my peers. . . . I had always known that I would have to leave our community and it showed in my attitude. There was a certain backlash to this, especially as I became older. . . .

"Imagine my surprise when I discovered that although I fit into this new environment, it did not always fit me. . . . In a small town . . . there is no replacement for anyone. The number of potential friends, neighbors, lovers, and peers is finite. Therefore every member of the community is unconditionally accepted to some degree. Even the most ostracized urchin can depend on a certain amount of acceptance and care from the community at large. In the smaller communities the whole effective universe can have characteristics similar to that of the family unit. . . . The isolated urbanite often seems to be searching for he knows not what and then rejecting a relationship that leads to commitment or dependence. . . .

"I especially do not understand the desire for independence as they seem to define it. Self-sufficiency, competency, and creating an environment that allows personal fulfillment, I can understand, but independence in the sense of being free to do whatever one likes without responsibilities to anybody or taking the larger community into account, I don't understand. . . . If even I, the marginalized child who always knew she was going to grow up and go to college far away, could find an intrinsic value in that dependent way of life, perhaps there is something to it after all. Leaving home has given me a novel perspective from which to view home and has brought into relief aspects of it that were too close to see before."

*The issues of questioning values once held unquestioningly and of having "one foot" in the world at home and "one foot" in the new college world arise for many different reasons, not only because of moving*

*from one part of the country to another. Here is a student whose struggles center around conflicts between her religious beliefs and practices and the secular world of the university:* "I was shocked when he kissed me. Truthfully, I felt attractive and desirable. . . . [But] I knew it was not right to kiss someone on the first date, let alone the first time you meet him. I wavered between being the 'good Jewish girl' and the 'typical' college student. I thought this was supposed to happen in college so I should get used to it. I attributed my confusion to the fact that I had led a sheltered life. . . . It was right to say a blessing before eating and it was wrong to use the phone on the Sabbath. My adolescent identity was as clearly defined as these values. Judaism dictates a certain way of life that I had no problem adopting. I molded my identity according to the axioms of Judaism, my parents and my peers, who were all identical to me. . . .

"The first Friday night at [university x] forced me to reconsider my past identity and choose one for the future. After the sun set, I curled up in my bed with a book, just as I had done every Friday night. When my roommate invited me to go to dinner and a party with her, I almost responded, 'We can't go out—it's Shabbas!' After my roommate left alone, I sat and wondered if my old behaviors were appropriate in this new environment. I realized that I would be bombarded with choices that conflicted with my religion, and my identity; therefore, I had better decide who and what I wanted to be. I had to choose whether I wanted to be the 'good Jewish girl,' or what I thought was the 'typical' college girl, or find a happy medium between the two. . . . It was easy to have a clear sense of identity when that identity is laid out for you.

"This all changed when I arrived at [university x]. . . . I was free to do and be whatever I pleased. My identity that was so stable in Yeshiva was

now shaky in college. . . . I searched for a personality that would fit in with life at [university x]. I turned to peers for help. I spent a lot of time with my roommate and her friends whose conversations revolved around nail polish and hair color. After I realized that I could not emulate their accent and whine, I decided this was not the identity for me. I then met a group whose nightly activity was smoking marijuana. Their characters were also not right for me. I finally developed a friendship with a nice Midwestern girl with the same values that I have . . . I thought I could limit my change so that I would not violate any major Jewish norms.

"I felt in control and well-adjusted, until Peter came along. Peter was tall, blond, blue-eyed, and not Jewish. I knew that dating a non-Jew was one of the cardinal sins, and I knew my father would disown me if he ever found out. Yet, I still dated him. Peter offered me the perfect transition into the identity that I thought I wanted to adopt. He was the 'typical' college guy and he could teach me about the 'real' world. I persisted to justify and rationalize the relationship by saying it was nothing serious—we were just having fun. But, it became serious . . .

"By my junior year, I had made a full circle. I dated Joshua, a tall, good-looking, premed, Orthodox Jew. He was my parents' dream-date. Through him, I returned to my old observant self, the way I was in high school. Instead of going out on weekends, we sat around and studied the Talmud. I was very bored. I realized that I had given up too much of what I had gained the previous year. I did not want to be the party girl, but I did not want to be the strictly observant Jew either. I needed a balance between the two. . . . I am living in two different worlds—the Jewish world and the college world. . . . I have decided what is important and what I am willing to give up from both of these worlds. I have

broadened my definition of an Orthodox Jew, so that I have more leeway to fit into this category, which is a compromise between two different worlds."


*Usually one thinks of problems coming from moving from an environment where most people were like you to moving to an environment where one is in the minority. However, the next excerpt describes an issue that arose from moving in the opposite direction:* "I am Jewish. In Oklahoma, I had no Jewish friends, but I had a very strong Jewish identity. Being Jewish is very important to both of my parents, and growing up in their presence gave me a strong sense of who I am. . . .

"Since coming to university x, I have had a very 'Jewish' social life. Interestingly enough, only by having a large number of Jewish friends could the strength of my Jewish identity be challenged. . . . In Oklahoma, being different taught me to have a high level of tolerance. . . . I learned the importance of accepting everyone for who they are, and furthermore I learned the value of being loving and giving to more than just one's own 'pack.' . . . The Jewish friends I have here, come from very different environments. I have some friends that just blanketly like people better only because they are Jewish. They are nicer and friendlier to new Jewish acquaintances, as opposed to how they treat new Gentile acquaintances. This shatters my sense of what is right. I learned the golden rule in kindergarten. I would hate it if someone wasn't friendly to me simply because I didn't share their religious identity. . . . I want my children to learn the same tolerance that I learned growing up. To achieve this goal, must I take my family to a town such as [hometown x] with a similarly diminutive Jewish population?"

*Not all the students had found a comfortable resolution, at least not at the time they wrote their papers. Here are the*

*words of a student caught in a role conflict for which no solution has yet emerged:* "I wanted to be true to myself while at the same time please other people and fit in. As a result, I assumed a number of roles and acted differently around different people. Around my black friends, I acted 'down,' and was loud. My speech patterns were different, and I spoke in what most people call Black English dialect. When I was around white people, my behavior was totally different. I was more composed, more careful of what I said and how I said it, and I didn't speak much. I didn't want the white people to have the negative stereotypes of me that they have with many other black people.

"When I was doing this, I felt that I was betraying my black community and trying to separate myself from my race. At the same time, my black friends questioned my ethnicity because I decided to attend an elitist white university. They called me a traitor and said I was not as 'black' as I used to be. Many of them thought I had changed and acted 'different.' I didn't think I changed, but I guess I had. . . . My black friends at home don't consider me one of them, and I don't fit in with my white friends at the university. Hence, I ask myself over and over again, who I am. I find myself constantly trying to prove myself without having to denounce my race."

Although the students quoted here were talking about their own personal experiences, these experiences contain threads that helped the students better understand what other people, arriving in America from other cultures, or in other social situations, might be experiencing. And reading about the experiences of other people and the rich anthropological and sociological literature helped my students better understand and grapple with issues in their own lives. In turn, my students have taught me a great deal. 

# Report from Washington

ALAN KRAUT AND SARAH BROOKHART · SRCD Washington Office

## UPDATE ON NIH PEER REVIEW

**T**HE NATIONAL INSTITUTES OF Health (NIH) is winding up a reorganization of its behavioral science peer review system, with the final structure expected to be in place for the review cycle that begins with the receipt date of February 1, 1999. The reorganization was prompted by the need to integrate into the NIH peer review system the review systems of the National Institute of Mental Health (NIMH), the National Institute on Drug Abuse (NIDA), and the National Institute on Alcohol Abuse and Alcoholism (NIAAA). These three institutes were transferred to NIH a few years ago when the former Alcohol, Drug Abuse and Mental Health Administration was restructured. To ease the transition to NIH, the institutes were allowed to continue their own separate peer review systems for a limited time. Each of these institutes has a significant behavioral science portfolio and each is a significant source of support for developmental research.

No issue is more critical for the behavioral and social science research community than this peer review reorganization. Even with the enormous budget increase NIH received this year (see below) and various priority-setting activities that are underway, these are secondary to whether there is an NIH peer review system that is sensitive to behavioral research. This was the consensus of the May 1998 Summit of Psychological Science Societies, which involved more than 150 participants from over 90 science organizations, including SRCD.

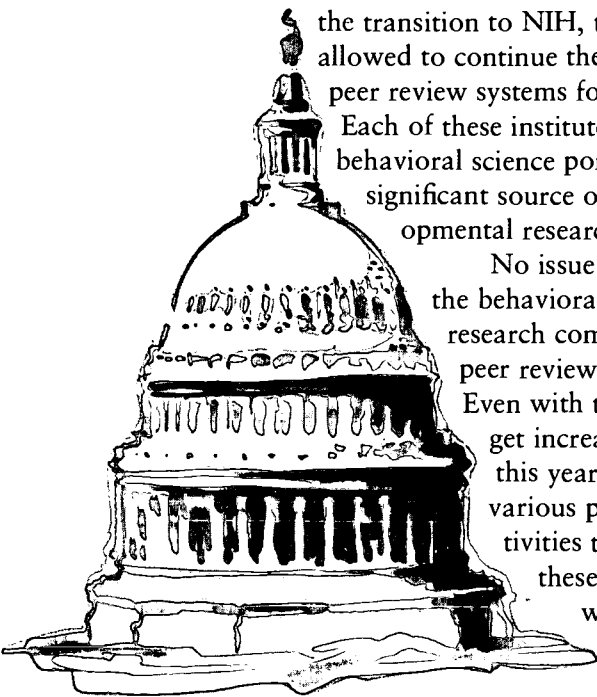
A number of issues emerged from the discussions of peer review at the Summit. These

included:

- **Composition of review panels**—There must be adequate representation of behavioral scientists on newly created review panels, and review panels must adequately cover the range of behavioral science that is fundable by NIH.
- **Recruitment of panel members**—Many researchers expressed the view that under the old system, service on peer review panels had become too onerous, owing to the workload, term length, and possible jeopardy to one's own grant. The Summit asked NIH to address these concerns in the new system.
- **Evaluation**—Assessment of the impact of peer review changes was a primary concern at the Summit. It was suggested that NIH tap the expertise of the behavioral science community in developing the evaluation strategies for peer review. It was also suggested that CSR run both the old and new systems for a few rounds of review to determine whether the changes were having the desired outcomes.

The views of the Summit were conveyed in a joint letter from the American Psychological Society and the American Psychological Association to Ellie Ehrenfeld, director of the NIH Center for Scientific Review (CSR, formerly known as the Division of Research Grants). The full text of that letter is available at the American Psychological Society website: [www.psychologicalscience.org](http://www.psychologicalscience.org)

In her reply, Ehrenfeld described some of the efforts being made to respond to these concerns: "We have been exploring ways to make study section service more flexible so as to enable a larger group of researchers, including senior members, to serve." Included, she said, are such possibilities as modifying the length of service so that members can spread their



commitment over a period of time, allowing study section members to take a leave of absence during review of their own applications, and allowing multiple researchers to share one seat on a committee (although why NIH couldn't afford chairs for everyone is beyond us, particularly since their budget is doing so well).

Ehrenfeld also has appointed behavioral scientist Samuel Rawlings to head up the design and implementation of evaluation procedures. Rawlings will draw on his experience in assessing the neuroscience peer review changes that have already been implemented at NIH; in addition he is consulting with evaluation experts from the behavioral sciences.

SRCD members are urged to look at the latest version of the behavioral science study sections, which are posted at [www.csr.nih.gov/review/bssmain.htm](http://www.csr.nih.gov/review/bssmain.htm). The site provides detailed background on the principles and processes involved in the reorganization. Members are also encouraged to volunteer for service on study sections to ensure that appropriate expertise is available for the review of developmental research grant proposals.

#### **NIH BUDGET INCREASES AN ASTOUNDING 15%**

**N**O, THAT'S NOT A TYPO. BEFORE adjourning to hit the campaign trail in October, Congress passed a massive omnibus bill that contained virtually all its unfinished legislative business for the year, including the FY 1999 budgets for many federal agencies. The bill was so big it amounted to a third of all the federal spending for the year, and so hastily cobbled that there was much potential for mischief, such as hiding pork barrel projects and legislation that otherwise wouldn't have made it through normal channels.

But for scientists, the bill held very good news. Congress provided, and the President approved, a staggering 15% increase for the National Institutes of Health (NIH). That's \$2 billion more, which brings the NIH budget to \$15.62 billion.

Here are the final FY 99 budgets for the NIH institutes, which are the major supporters of developmental research. The percentage indicates the increase over FY 98: the National Institute on Child Health and Human Development (NICHD)—\$750.98 million (11.7%); NIMH—\$861.20 million (15.1%); NIDA—

#### **PLAN AHEAD AND BE A JOLLY GOOD FELLOW**

**T**he 1999-2000 SRCD Executive Branch Policy Fellowship program is underway, and by the time you read this newsletter, the January 15, 1999, deadline will probably have come and gone. But it's not too early to think about applying for a fellowship for the fall of the year 2000, especially those of you looking for sabbatical experiences that will complement your academic career. The program is aimed at strengthening the links between science and public policies affecting children by placing experienced developmental researchers in federal agencies where national public policy and science policy originates. Fellows work in Washington for a year, drawing on their scientific expertise in the policymaking processes and in a range of diverse programs that may focus on early learning, child abuse and neglect, health, mental health, juvenile justice, and other areas where developmental knowledge is critical.

For further information about the Executive Branch Policy Fellowship program, please contact us at the SRCD Washington Office: (202) 783-2023, or at [sarahb@aps.washington.dc.us](mailto:sarahb@aps.washington.dc.us)

\$603.27 million (14.4%); NIAAA—\$259.74 million (14.8%).

In addition to the large budget increase, Congress also delivered a number of messages to NIH concerning behavioral and social science research. A summary of the several major topics is provided below. The full text of the congressional report language addressing these issues is available from the SRCD Washington Office ([sarahb@aps.washington.dc.us](mailto:sarahb@aps.washington.dc.us)):

- At the overall NIH level, the Senate is monitoring the reorganization of behavioral science peer review, saying that the reorganization should provide an opportu-



nity to strengthen NIH's behavioral science infrastructure. Also, prompted by NIH's lack of response to recommendations from the National Academy of Sciences to increase National Research Service Awards in behavioral science and other areas, the Senate asked the NIH director to report on how NIH handles recommendations on training. The Senate also provided a large increase for the NIH **Office of Behavioral and Social Sciences Research**, citing the enormous impact of behavior on health and the inadequacy of the OBSSR budget.


- At **NIMH**, the Senate wants new initiatives in research and training to strengthen NIMH's basic behavioral research portfolio and its connection to mental health and prevention. This follows an NIMH reorganization that has not quite resolved issues around its basic behavioral branch.
- The Senate asked the **National Institute of General Medical Sciences** to support behavioral science research training. NIGMS's primary mission is to support basic research in all areas of science, but it does not currently have a strong behavioral science program.
- The Senate wants the **National Institute on Aging** to keep up the good work on cognitive aging research, and wants the **National Cancer Institute** to do more of its good work in behavioral science research.
- New initiatives in behavioral science research were encouraged at both the **National Institute on Child Health and Human Development** and **NIAAA**. In addition, the Committee commended NIAAA for its comprehensive health services research plan and urged NIAAA to adopt the B/START mechanism of grants to young behavioral science investigators.
- The Senate recognizes the importance of behavioral interventions in treating drug addiction, and views the **National Institute on Drug Abuse** as a "model" of how to approach both behavioral science and public health.

## NSF RESEARCH GETS NEARLY 9%

**I**N CONTRAST TO THE NIH BUDGET, funding for the National Science Foundation (NSF) went through a close-to-normal process. Yes, it too was caught up in the preadjournment frenzy of the end of the Congress, but at least the NSF budget was passed as part of its usual bill. For FY 99, NSF received a 7.1% increase, overall, with a huge, almost 9% increase for research. This comes at a time when NSF is increasing its portfolio in child development research (see the July 1998 *SRCD Newsletter* and page 22 of this issue for details).

New Infrastructure Initiative—NSF has launched a new initiative aimed at strengthening the research infrastructure of the behavioral and social sciences. Approximately \$3 million will be available this year (FY 99) for long-term (i.e., up to 10 years), innovative, large-scale projects that have broad implications across behavioral and social science.

Building on the benefits that have been realized from past infrastructure projects, the Directorate for Social, Behavioral and Economic Sciences (SBE) is making a concerted effort to support research that takes advantage of the unprecedented technological power to bring data, researchers, and experimental facilities together electronically. This initiative is being implemented under the leadership of Bennett I. Bertenthal, a developmental psychologist from the University of Virginia who is associate director of NSF. The deadline for applications is March 1, 1999. Applicants are encouraged to submit proposals electronically. For details, see the SBE website: [www.nsf.gov/sbe/start.htm](http://www.nsf.gov/sbe/start.htm)

NSF is also offering grants for the Childhood to the Workforce Transition to facilitate cross-disciplinary interactions among researchers studying topics related to children, learning, or transition to the workforce. Under this one-time funding opportunity, supplements will be awarded to NSF grantees for meetings of investigators from various research perspectives. Participants will be expected to develop white papers that will be synthesized by NSF into a research agenda. For details, see [www.nsf.gov/sbe/tcw](http://www.nsf.gov/sbe/tcw). Investigators who are not currently supported by NSF may participate by partnering with one or more NSF grantees. The deadline for submitting a written request is March 29, 1999. 



# “Giving Child Development Knowledge Away”

SRCD COMMITTEE ON CHILD DEVELOPMENT,  
PUBLIC POLICY, AND PUBLIC INFORMATION

THE COMMITTEE ON CHILD Development, Public Policy, and Public Information will soon celebrate its 25th anniversary, and its agenda has grown considerably over its history. During the past year the Committee has focused on two main sets of activities: dissemination of child development research to nonacademic audiences and proposed creation of fellowships to provide policy experience to child development researchers.

## Dissemination

The Committee has increasingly focused on dissemination or “giving child development knowledge away” as former Chair Richard Weinberg phrased it. In 1995, following the 1994 congressional election, the Committee, in collaboration with the Society for Research on Adolescence and Division 7 of the American Psychological Association, prepared a series of five research briefs. These briefs summarized research knowledge on selected topics relevant to then pending policy decisions. On welfare reform, for example, the brief presented research on poverty, teenage pregnancies, and nutrition. A media relations firm was then hired to disseminate the briefs, focusing on the states of policymakers who represented key votes on pending legislation. This effort demonstrated the importance of local contacts to the media and the need for a media referral source. It also highlighted the press’s interest in new and groundbreaking research findings, not just those relevant to policy decisions.

In 1996 a free-lance media consultant was hired to disseminate research presented at the 1997 biennial meeting in Washington, DC. Key themes were identified in the program and findings were summarized. A map of the meet-

ing sessions was developed for journalists. And a press briefing was held. A similar strategy is being planned for the 1999 meeting. The Society is contracting with the Communications Consortium in Washington, DC, to handle dissemination for the 1999 meeting.

Our experience in 1997 demonstrated how useful it is to prepare accurate and well-formed briefs for the press. The biennial meetings are an importance opportunity for disseminating the work of participating researchers. The briefing was exceptionally well attended, in large part because NICHD released its child care study findings the day before. Although most press attendees were present to hear about these findings, we were able to capitalize



Student representative Ann Marie White and Cochair Larry Aber

on the event to other topics of child development research.

The Committee is also organizing a pre-conference workshop at the 1999 meeting to provide hands-on experience to SRCD members who have an interest in disseminating their work. The session will be held Wednesday, April 14, from 2:00-5:00 PM. A journalist, a researcher experienced in dissemination, and a representative of the Communications

Consortium will lead the workshop. A fuller description and registration form is provided on pages 3 and 20.

The Committee also monitors the publication of *Social Policy Reports*, a quarterly that summarizes research relevant to current policy issues; that publication is now provided to all Society members as well as to a large number of policymakers in the legislative and executive branches and to private foundation staff.

The Committee is now working with the Society to develop a long-term and continuing dissemination focus for the Society. The Committee would like to see the Society hire a staff person to focus on dissemination.

### Fellowships

In the past, the Society has run a very successful Congressional Science Fellowship Program that placed child developmental researchers in the offices of congressional



Cochair Lonnie Sherrod and Don Hernandez

During the past few years the Society has overseen a fellowship program (see page 10) that places researchers in offices of the executive branch such as the Administration for Children, Youth and Families, Department of Education, National Institute of Child Health and Human Development, and National Institute of Mental Health. This program has also been very successful. These fellows typically engage in policy-relevant research conducted for the agencies or help to run one or more research or research planning effort.

Last year an evaluation was undertaken of the two fellowship programs at the request of Governing Council. That evaluation pointed to the strengths of the current executive branch fellowships, but also indicated a continuing need for developmental science to be represented in the legislative branch, i.e., in the Congress. The current policy climate mandates attention to developmental research. The Committee is now planning a new version of the Congressional Fellows program and will seek private funding for it during 1999.

Current members of the Committee are

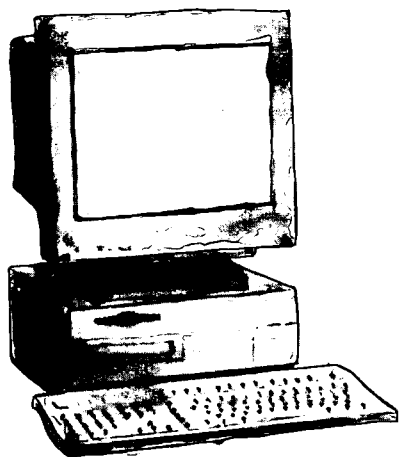
J. Lawrence Aber, Cochair  
Lonnie R. Sherrod, Cochair  
Mark Appelbaum  
Ana Mari Cauce  
Lindsay Chase-Lansdale  
Greg Duncan  
Connie Flanagan  
Vivian Gadsden  
Donald Hernandez  
Aletha Huston  
Deborah Phillips  
Steven Reznick  
Carolyn Zahn-Waxler  
Ann Marie White, student representative



Committee members Aletha Huston and Deborah Phillips

members on the Hill for one year. The program, supported by private foundations, ran out of funding some years ago.

# SRCD NOTICES



## Coming Soon!

Take a look at the Society's new website at [www.srkd.org](http://www.srkd.org)

## Connecting Research and Policy:

**An Electronic Discussion Forum**  
SRCD's Research and Policy Training Connection, a small group of student and young professional members who share an interest in research and policy (see "Students Develop a Policy Network," *SRCD Newsletter*, 41[1]), welcomes its members and any interested SRCD member to subscribe to a newly created listserve. Its purpose is to promote exchange of ideas, information, and news about the relationship of research and policy; we welcome open questions, announcements, alerts, and searches. To subscribe to the mailing list, e-mail to [mailserv@hugse1.harvard.edu](mailto:mailserv@hugse1.harvard.edu) (no subject line is needed) with the message: SUBSCRIBE SRCD\_POLICYNET-L Personal Name [fill in your actual name].

## Call for Papers

*Child Development* seeks papers for the February 2000 issue to be entitled "New Directions for Child Development in the Twenty-first Century." Contributions to this Special Issue should present an author's original ideas on some fresh concept, new method, emerging

trend, or hypothesis meritorious of empirical test. Submissions may address any aspect of child development but should excite interest and thought. The reviewers will prize contributions that reflect creativity and imagination and that are forward-looking but with a strong empirical starting point.

The February 2000 issue needs to be assembled by approximately July/August of 1999. As a consequence, the Board of Editors at *Child Development* proposed two unique features to the review process. First, all papers submitted should be in final publishable form. They will be reviewed by the Board of Editors and Editorial Consultants of the journal for originality of contribution and clarity and succinctness of expression. Some papers may receive feedback toward revision, but normally contributors should submit papers that they believe are finished and complete. Second, submissions may not exceed 5,000 words in length.

The deadline for submissions is June 30, 1999, but earlier submission is encouraged. Submissions should be sent to the Editorial Offices of *Child Development*. The cover letter should indicate that the submission is to be considered for publication in this Special 2000 Issue. In preparing a manuscript, contributors should follow the *Style Guide of Child Development* (available from the journal's Editorial Offices or on the World Wide Web at [www.journals.uchicago.edu/CD](http://www.journals.uchicago.edu/CD)) as well as the *Publication Manual* (4th edition) of the American Psychological Association.

## New Publisher

Please be aware that as of January 1, 1999, SRCD's journals are being published by Blackwell Publishers. The first issue of *Child Development* will be graced to all 1998 members.

Then no further issues will be sent to you until you renew for 1999.

## About Your Membership

If you have not yet renewed your membership for 1999, please do so to ensure that you do not miss any publication in 1999. If you have already received your 1999 membership card, plan to bring it with you to the biennial meeting as proof of membership.

A reminder of SRCD policy: Membership is for a calendar year, January through December. If your membership dues payment is processed prior to October 1, your dues payment will apply to the current year. Payments processed on or after October 1 apply to the next year. When submitting your dues payment, please allow ten work days for payment processing.

Don't forget to send your change of address to the SRCD Membership Office. Label files for all of your journal mailings originate there. See the back page of the newsletter for contact information.

## Insurance Discount

Please refer to the recent brochure mailed to you by Geico to learn about Geico's additional automobile insurance discount to SRCD members. ☺



## FROM THE EDITOR

The Newsletter is published three times a year. Submissions for the 1999 spring issue must arrive by May 1, 1999. Phone (734) 998-6578, fax (734) 998-6569, or e-mail [srkd@umich.edu](mailto:srkd@umich.edu) ☺

# Benjamin Spock (1903-1998): A Two-Century Man

BETTYE CALDWELL

IN BENJAMIN SPOCK'S life we can trace the outline and the important events of the 20th century. . . . He was a child in the period before the term "family values" was coined, but even so his upbringing was of the sort that convinced scientists that the term referred to something more than myth and longing. He lived through two world wars, serving in the armed forces in one of them. And, most importantly, he helped bring to a close the most unpopular non-war-war in America's history. He made it through both the Roaring Twenties and the Great Depression

without being emotionally scarred by either of these periods of economic extremes. Although he couldn't find exactly the type of training he needed for his unique blend of pediatrics and child development, he took what was available and converted it, like a powerful intellectual enzyme, to a form that the average parent could digest. And, most impressively, while in his sixties he survived "the sixties," proving more conclusively than anyone else alive that there actually were people over thirty who could be trusted! He is that rare human being who lived by his beliefs and principles.

Ben Spock's appreciation of the role of development in human history can be seen nowhere more clearly than in the trajectory of his own life. Born into a family of, if not Boston Brahmins, at least New

Haven Brahmins, he nonetheless learned to identify with those of less fortunate social and economic histories, and to work diligently for their benefit. Exposed to personality-shaping family members with fixed ideas (on everything from proper gender roles to the importance of fresh air), he somehow managed to develop an *open mind* that could carry out the most valuable of all human functions: the ability to change. And change it did. In good Piagetian terms, he assimilated new information and accommodated his influential positions accordingly—on subjects

as when and how to toilet train and when and how to make your convictions as a citizen known and felt. Ben changed his thinking, with a great deal of effective prompting from his wife, Mary Morgan, on acceptable roles for women and the implications

of these for the rearing of children. Years ago I read and memorized a brief list of characteristics of living organisms formulated by the great physiologist Alex Carlson. At the top of the list was "Living things change." Perhaps it was Ben's incredible ability to change that allowed this giant of the 20th century to help all of us prepare for the 21st.

For Ben Spock was a segue man. Very much part of the 20th century, he realized how evanescent that 100-year slice of time has been. Even fifty years ago, when *Baby and Child Care* first appeared he seemed to be aware that the children of the parents to whom his book was addressed would themselves parent the children who would help determine the quality of life in the 21st century and beyond. In this context I found myself reflecting that, without realizing it, Ben Spock was writing advice for himself, not just parents, when he penned his opening line, "Trust yourself. You know more that you think you do."

—Excerpted from the keynote address at  
"Choice for Children and Families: A  
Symposium Honoring Benjamin Spock,"  
September 21, 1996, Syracuse University

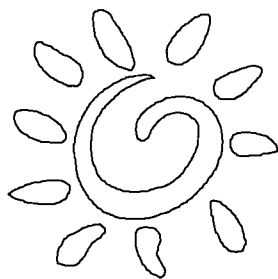


## OBITUARIES OF SRCD MEMBERS

MARCIA SUMMERS joined the faculty of the Department of Educational Psychology at Ball State University in 1989, after working at Utah State University where she earned her doctorate. She was chair of the National Sibling Research Group and also produced a series of 52 one-minute radio spots on childrearing, called "Children's Minutes."

She became a member of SRCD in 1986.

INA (CEPENAS) UZGIRIS was born in Lithuania and came to the U.S. in the 1950s. She earned her Ph.D. at the University of Illinois-Urbana. A protégée of J. McV. Hunt, she joined the faculty at Clark University in 1966. She became a member of SRCD in 1965.



# SRCD Biennial Meeting 1999 Registration Materials

April 15-18, 1999  
Albuquerque Convention Center  
401 2nd Street NW  
Albuquerque, New Mexico

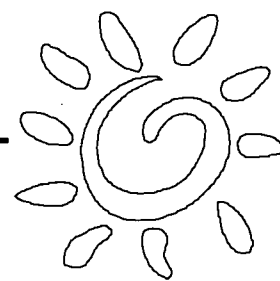
## REGISTRATION POLICIES

1. To qualify for the early registration rates, forms (see next page) must be received by Friday, February 26, 1999, 5 p.m., Eastern Standard Time. Registration forms must be received with full payment on or before this date to be eligible for the *lower* registration fees.
2. In order to register by mail, the form must be received by April 7, 1999. (Please allow 7 working days for mailing.) No mail-in registrations will be accepted after this date. You may register on-site at the regular rates. Please note, regular registration rates are in effect from February 27, 1999, through the meeting.
3. Student registration: Your registration form must be accompanied by proof of student status (e.g., dated copy of current student I.D., letter from a faculty member, copy of class registration, or copy of SRCD membership card) or it will be returned.
4. Telephone or e-mail registrations will not be accepted.
5. Refunds: All requests for refunds must be submitted in writing before April 7, 1999, and may take up to four weeks to be processed. Refunds will be subject to a \$30 processing fee. No requests for refunds will be accepted after this date.
6. Payment is accepted in U.S. dollars only. Your payment must accompany your registration form. Checks, money orders, and cashier checks must be made payable to: "SRCD—Registration."
7. Any checks returned by our bank as uncollectable will be subject to a \$20.00 fee.
8. If you wish to pay by electronic bank transfer (international participants only), please check the appropriate box (other side) and send the form to us. We will contact you with instructions and bank information.
9. Purchase orders are *not* accepted.





# Society for Research in Child Development



## REGISTRATION FORM

1999 Biennial Meeting, April 15-18, Albuquerque, NM

Early registration deadline: must be received by 2/26/99

Mail-in registration deadline: must be received by 4/7/99\*\*

**General Information:** ☐ Mr. ☐ Mrs. ☐ Ms. ☐ Dr. ☐ Prof.

Last/Family Name: \_\_\_\_\_ First Name: \_\_\_\_\_ M.I. \_\_\_\_\_

Organization/Affiliation: \_\_\_\_\_

- ☐ Home  
☐ Office

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip/Postal Code: \_\_\_\_\_ Country: \_\_\_\_\_

Daytime phone #: \_\_\_\_\_ Fax #: \_\_\_\_\_ E-mail: \_\_\_\_\_

Meeting Registration	Early Rates (By 2/26/99)	Regular Rates (From 2/27/99 - On-Site**)	Amount
<input type="checkbox"/> Member	\$100	\$130	\$ _____
<input type="checkbox"/> Nonmember	\$130	\$160	\$ _____
<input type="checkbox"/> Student* / Postdoc Member	\$ 50	\$ 80	\$ _____
<input type="checkbox"/> Student* / Postdoc Nonmember	\$ 60	\$ 90	\$ _____
<input type="checkbox"/> Undergraduate Affiliate	\$ 50	\$ 80	\$ _____
<input type="checkbox"/> One-Day - check day(s): <input type="checkbox"/> Thursday <input type="checkbox"/> Friday <input type="checkbox"/> Saturday <input type="checkbox"/> Sunday	\$ 75	\$ 75	\$ _____

- ☐ I would like to attend the NIMH Grant Support for Junior Investigators Breakfast on Friday, April 16, 7:00-8:30 a.m.

NOTE: Cost: none; limit 75 people, first-come, first-served.

### Friday Evening SRCD Sponsored Events (See page 4 for details.)

-- Participation in both events is limited.--

	No. of People		Cost per Person		Amount
Event Choice #1: Indian Pueblo Cultural Center	_____	x	\$20	=	\$ _____
Event Choice #2: Los Amigos Round Up	_____	x	\$30	=	\$ _____

I would like to attend the Student Lunch with the Leaders on ☐ Friday ☐ Saturday at 12:30 - 2:00 p.m. Amount

NOTE: Cost: \$15/person; limit: 60 people per luncheon, first-come, first-served (see page 4 for details). \$15.00

### Choose one topic in EACH area of interest:

Area 1. ☐ Cognitive *or* ☐ Socioemotional development

Area 2. ☐ Infancy *or* ☐ Childhood *or* ☐ Adolescence

Area 3. ☐ Basic *or* ☐ Applied research

**Method of Payment (in US dollars only)** ..... **Total Amount Due:** \$ \_\_\_\_\_

☐ Check ☐ Money order ☐ Cashiers check # \_\_\_\_\_

☐ Credit Card: ☐ Visa ☐ MasterCard Card Number: \_\_\_\_\_ Expiration date: \_\_\_\_\_

Cardholder name: \_\_\_\_\_ Cardholder signature: \_\_\_\_\_

Billing address: \_\_\_\_\_

☐ Electronic Bank Transfer - *International registrants only* (We will contact you with bank information.)

### Do you have any special needs or disability which might require assistance?

☐ Yes - Please describe on a separate sheet and return it with this form. You will receive additional information at a later date.

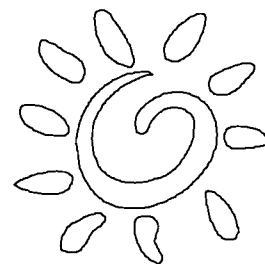
☐ No

**Mail to:** SRCD Registration  
505 E. Huron - Suite 301  
Ann Arbor, MI 48104-1522

**Phone to:** (734) 998-6569

**Questions?**  
Call (734) 998-6578 or  
e-mail us at [srcd@umich.edu](mailto:srcd@umich.edu)

# Society for Research in Child Development



## Preconference & Special Event Scheduling Form

**Preconference Meetings, Workshops, and Receptions:** The number of preconference meetings, workshops, receptions, and alumni gatherings increases every year. Although the Program Committee cannot take financial responsibility for these events, it is imperative that the SRCD office handle room scheduling, local arrangements, and, if desired, publicity in the Program about these events.

- ◆ Fee: \$50.00 - Make check payable to: "SRCD—Preconference"
- ◆ Forms received without the \$50.00 fee will be returned.
- ◆ Deadline to be published in Program Book: November 20, 1998
- ◆ Deadline for event to be scheduled: February 1, 1999
- ◆ Events are scheduled on a first come, first served basis.
- ◆ Events are subject to space and time availability.
- ◆ Events may not compete with any of SRCD's functions.
- ◆ You may use this form to request a check from your institution.



Group/Organization: \_\_\_\_\_

Contact Person: \_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_ E-mail: \_\_\_\_\_

Address: \_\_\_\_\_

Event Name: \_\_\_\_\_

Type of Event (reception, dinner, workshop, other): \_\_\_\_\_ No. of Attendees: \_\_\_\_\_

Date: 1st Choice \_\_\_\_\_ Time: 1st Option: \_\_\_\_\_ to \_\_\_\_\_

2nd Option: \_\_\_\_\_ to \_\_\_\_\_

Date: 2nd Choice \_\_\_\_\_ Time: 1st Option: \_\_\_\_\_ to \_\_\_\_\_

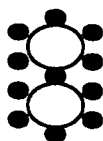
2nd Option: \_\_\_\_\_ to \_\_\_\_\_

Meeting setup (circle one):

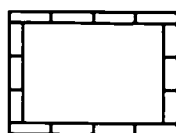
Conference



Rounds



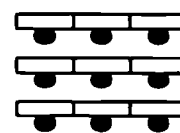
Hollow Square



Theater



School Room



Other

\*Do you have audio visual requirements? ☐ Yes ☐ No

\*Do you have food and/or beverage requirements? ☐ Yes ☐ No

Notes/Questions: \_\_\_\_\_

\*The audio visual vendor and hotel will contact you directly for these arrangements.

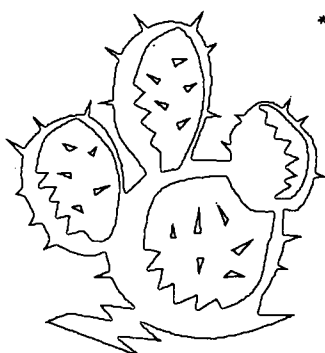
**Send the completed form and \$50.00 fee to:**

SRCD Preconference Events

505 E. Huron - Suite 301

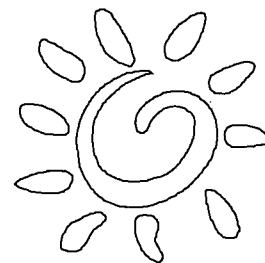
Ann Arbor, MI 48104-1522

Questions? Call (734) 998-6578



# Society for Research in Child Development

April 15 - 18, 1999  
Albuquerque, New Mexico  
Housing Request Form



## HOW TO RESERVE A ROOM

All room reservations must be made through the Albuquerque Housing Bureau by completing *one form for each room requested*. **NO TELEPHONE RESERVATIONS WILL BE ACCEPTED BY THE BUREAU OR HOTELS.**

<b>MAIL to:</b> Albuquerque Housing Bureau PO Box 26866 Albuquerque, NM USA 87125	<b>FAX to:</b> (505) 346-0176 <b>EMAIL to:</b> housing@nmtravel.com
--	--

## DEPOSIT/CONFIRMATION

A credit card # to guarantee or a check for the first night's deposit is required to process your room reservation. Checks should be made payable to ALBUQUERQUE HOUSING BUREAU and MUST BE IN U.S. CURRENCY DRAWN ON U.S. BANKS. Your credit card confirmation is to guarantee the room only and is not charged until date of arrival. Accepted credit cards are VISA, MASTERCARD, DISCOVER, and AMERICAN EXPRESS. After your Housing Request Form has been processed, you will receive an acknowledgement from the Housing Bureau, followed by a confirmation from your assigned hotel. **If no confirmation is received, contact the hotel listed on your acknowledgement.**

## DEADLINE

The deadline for all hotel reservations is March 15, 1999. Reservations needed after this date should be made directly with the hotels.

## CHANGES

Before March 15, 1999, any changes necessary must be made in writing and mailed or faxed to the Albuquerque Housing Bureau. After March 15, 1999, please contact your assigned hotel with changes.

## CANCELLATIONS/ REFUNDS

Cancellations made prior to March 15, 1999, should be made in writing and mailed or

faxed to the Albuquerque Housing Bureau and will be refunded in full. The Albuquerque Housing Bureau will issue refunds within 6 weeks of the cancellation date. Cancellations made after March 15, 1999, and prior to 72 hours of arrival, should be made directly with the hotel. The hotel will issue a refund for deposits. **Your reservation must be cancelled 72 hours prior to the arrival date or the entire deposit will be forfeited.**

## ONE FORM NEEDED FOR EACH ROOM REQUESTED

Reservation will be made on a first come first served basis. Please rank ALL hotels in order of preference. If the hotel requested is not available, your next choice will be assigned. All rates are subject to a 10.82% tax.

SMOKING _____		NON-SMOKING _____	
RANK	HOTEL	SINGLE	DBL/TRPL/QUAD
_____	Doubletree*	\$113	\$123/\$133/\$143
_____	Fairfield Inn	\$66	\$ 76
_____	Hilton	\$99	\$109
_____	Holiday Inn Mt. View	\$86	\$ 98
_____	Hyatt Regency*	\$113	\$123
_____	La Posada*	\$99	\$109
_____	Marriott	\$113	\$123
_____	Plaza Inn	\$76	\$ 86
_____	Radisson Hotel	\$92	\$ 92

\*These hotels are within walking distance of the convention center. All other hotels will require bussing (provided) or another means of transportation.

## PLEASE TYPE OR PRINT CLEARLY

Name: \_\_\_\_\_

Guest(s) Name(s): \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone: (\_\_\_\_) \_\_\_\_\_ Fax: (\_\_\_\_) \_\_\_\_\_

ARRIVAL DATE: \_\_\_\_\_ DEPARTURE DATE: \_\_\_\_\_

Special Requests: \_\_\_\_\_

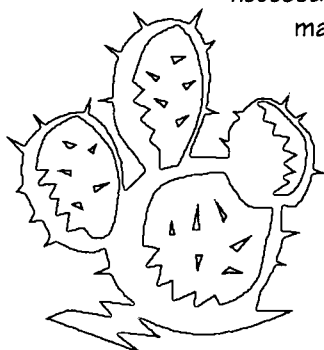
**CIRCLE ONE:** VISA MC AMEX DISCOVER

Account #: \_\_\_\_\_

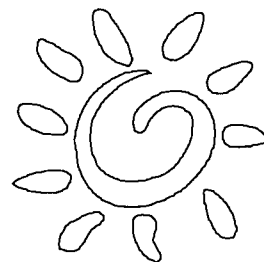
Exp. Date: \_\_\_\_\_

Cardholder's Name: \_\_\_\_\_

Signature: \_\_\_\_\_



# Society for Research in Child Development



## Position Opening

There will be no formal job placement service at the Biennial Meeting in Albuquerque, NM. Available positions will be coordinated through Kathy Stansbury and posted, based on the information provided on this form.

Please return this form by March 15, 1999 to:

Kathy Stansbury  
Department of Psychology  
University of New Mexico  
Logan Hall  
Albuquerque, NM 87131-1161

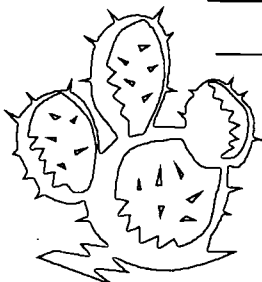
Location: \_\_\_\_\_  
\_\_\_\_\_

Brief Description: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Contact Person: \_\_\_\_\_

Attending Biennial Meeting? ☐ Yes, s/he may be contacted there.  
☐ No, alternate contact: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Phone: \_\_\_\_\_

Fax: \_\_\_\_\_

E-mail: \_\_\_\_\_

# Getting Your Message Out to the Media

**A Preconference Workshop  
Wednesday, April 14 • 2-5 p.m.**

To register, complete this form and enclose a check for \$25 made payable to the Society for Research in Child Development. The deadline is March 15. Send to:

**Lonnie Sherrod  
Executive Vice President  
William T. Grant Foundation  
570 Lexington Avenue, 18th Floor  
New York, New York 10022-5403**

Please print clearly.

NAME

ADDRESS

CITY

STATE

ZIP

PHONE

FAX

E-MAIL



## Travel discounts to meeting

# SRCD Biennial Meeting

**Albuquerque, New Mexico • April 15 - 18, 1999**

Association Travel Concepts, the official travel agency for this event, has negotiated discounts with American & Southwest Airlines, Avis, Dollar & Alamo Rent A Car, to bring you special fares that are lower than those available to the public. By calling ATC, you will receive 10-15% off American & Southwest Airlines tickets purchased more than 60 days prior to the meeting. For tickets purchased less than 60 days prior, the discounts will be 5-10% off the lowest available fares.

ATC will also search for the lowest available fare on any airline serving Albuquerque. In addition, we can provide advanced seat assignments & special meal requests on airline flights, frequent flyer programs, email access for convenient booking of your tickets, and more...

**To take advantage of these  
great rates, contact us at:**

**ASSOCIATION TRAVEL CONCEPTS  
(800) 458-9383**

**FAX: (619) 581-3988**

**EMAIL: [atc@assntravel.com](mailto:atc@assntravel.com)  
[www.assntravel.com](http://www.assntravel.com)**

Should you choose to call the vendors direct,  
please refer to the numbers listed below:

**American: (800) 433-1790 ID# AN 8949 UB  
Southwest: (800) 433-5368 ID# E4289  
Alamo: (800) 732-3232 ID# 562233 GR  
Avis: (800) 331-1600 ID# J095340  
Dollar: (800) 800-0044 ID# SR 4638**

**Available Dates: 4/6/99 - 4/23/99**



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Great Wholesale Rates!"**



# ANNOUNCEMENTS

## CONFERENCES

**"Children's Rights: National and International Perspectives,"** a Child and Family Policy Conference, will be held July 7-9, 1999, hosted by the Children's Issues Centre, New Zealand. The conference will bring together interdisciplinary, professional participants to examine implementation of the UN Convention in New Zealand and other countries and opportunities for social scientists. Call for papers deadline, February 12, 1999. Contact the Children's Issues Centre, University of Otago, Box 56, Dunedin, New Zealand. fax: 64 3 479 5039; e-mail: [cic@otago.ac.nz](mailto:cic@otago.ac.nz)

## WORKSHOPS/TRAINING

An **Oxford Summer School on Connectionist Modelling** will be held July 18-30, 1999, for researchers wishing to exploit neural network models in their teaching and/or research. This interdisciplinary course provides a general introduction through lectures and computer exercises, with examples from cognitive and developmental psychology and cognitive neuroscience. Contact University of Oxford, South Parks Rd., Oxford OX1 3UD; ph: 01865 271353; fax: 01865 310447; e-mail [susan.king@psy.ox.ac.uk](mailto:susan.king@psy.ox.ac.uk); website [www-cogsci.psyh.ox.ac.uk/summer-school/](http://www-cogsci.psyh.ox.ac.uk/summer-school/)

The Office of Continuing Education of Schneider Children's Hospital announces its **28th Annual Pediatric Postgraduate Course, Pediatric Update 1999**, to be held February 13-20, 1999, at Westin Brisas Resort, Ixtapa, Mexico. The course is jointly sponsored with the American Academy of Pediatrics. For information, contact Alfie M. Truchan, Office of Continuing Medical

Education, Schneider Children's Hospital, Long Island Jewish Medical Center, New Hyde Park, NY 11040; phone: (718) 470-8650; fax: (516) 352-4801.

## FELLOWSHIPS/POSTDOCTORAL POSITIONS

The **Carolina Consortium on Human Development** announces NICHD-NRSA interdisciplinary, postdoctoral research fellowships beginning in fall, 1999, for individuals committed to the longitudinal study of persons and families in changing contexts. Deadline for applications is February 15, 1999. For information, consult website [www.cds.unc.edu](http://www.cds.unc.edu) or contact Julie A. Hofheimer, Associate Director for Training, Center for Developmental Science, 100 E. Franklin St., CB #8115, UNC-CH, Chapel Hill, NC 27599-8115, or e-mail [devsci@email.unc.edu](mailto:devsci@email.unc.edu)

The **Center for Developmental Cognitive Neuroscience** of the Eunice Kennedy Shriver Center seeks a postdoctoral fellow with expertise with infants or young children. Center interests include working memory, symbolic representation, selective attention, inhibitory control, speed of processing, and executive functions. For information, contact Adele Diamond, CDCN, EKSC, 200 Trapelo Road, Waltham, Massachusetts 02452 (email: [adiamond@shriver.org](mailto:adiamond@shriver.org)).

The **National Science Foundation's** Social, Behavioral, and Economic Sciences (SBE) Division, under Bennett I. Bertenthal, has launched a multidisciplinary initiative to support research aimed at understanding cognitive, social, and biological processes related to learning in formal and informal settings. Approximately \$2 million will be available in FY 99 to

fund 15 to 20 awards. Deadline for proposals is March 15, 1999. For information, consult the NSF website [www.nsf.gov](http://www.nsf.gov) or contact Diane Scott-Jones, Program Officer, at [dscott@nas.gov](mailto:dscott@nas.gov) or (703) 306-1361.

**Putting Children First** summer doctoral fellowship program announced by the Center for Young Children and Families, Columbia University. This interdisciplinary training program in child and family policy with a developmental perspective combines 8-week summer placements in New York City settings with weekly seminars. Application deadline, April 2, 1999. Contact Lisa O'Connor, Center for Young Children and Families, Teachers College, Columbia University, Box 39, 525 W. 120th St., New York, NY 10027 or phone message, including mailing and e-mail addresses, to (212) 678-3591.

The **University of New Hampshire Family Research Laboratory** has fellowships for research on family violence available starting in the summer and fall of 1999. These NIMH-funded positions are open to new and experienced researchers with doctorates in the fields of psychology, sociology, social work, law, nursing, public health, and medicine. For information, contact David Finkelhor, Co-director, Family Research Laboratory, University of New Hampshire, Durham, NH 03824; (603) 862-1888; e-mail: [David.Finkelhor@unh.edu](mailto:David.Finkelhor@unh.edu)

**Two-year postdoctoral traineeship in sociocultural approaches to development**, focusing on individual, interpersonal, and cultural processes involved in human development in diverse communities and in institutions such as families and schools. Begins fall 1999 (pending funding

for two postdocs). Send vita, statement of research interests and career goals, and reprints, and request at least three recommendations to be sent before March 1, 1999, to Barbara Rogoff, Postdoc Search, 277 Social Sciences 2, University of California, Santa Cruz, CA 95064. Minorities are especially encouraged to apply.

#### OTHER

Originally published in 1974, **Children of the Great Depression** by Glen H. Elder, Jr., presented the first longitudinal study of a Depression cohort. A current 25th anniversary edition includes a new chapter that explores how World War II and the Korean War changed the lives of these California youth (born in 1920-21) and a younger cohort (b. 1928-29). Also reviewed are contributions to theory and method in the study of lives. Available in paperback from Westview Press, 5500 Central Ave., Boulder, CO 80301-2877, or toll free (800) 386-5656.

The **Journal of Early Adolescence** announces a call for papers for a special issue on Self-esteem in Early Adolescence (ages 10-15). March 1, 1999, is the deadline for manuscripts addressing theory and research on early adolescence related to conceptualization and measurement, stability and change, psychological and contextual influences, and evaluation of interventions. Contact Co-Editor David L. DuBois, Department of Psychology, 210 McAlester Hall, University of Missouri, Columbia, MO 65211; e-mail: [psydavid@showme.missouri.edu](mailto:psydavid@showme.missouri.edu); or Co-Editor Barton Hirsch at [bhirsch@nwu.edu](mailto:bhirsch@nwu.edu)

Manuscripts on **Sex and Gender in Development** are invited for a special issue of the *Journal of Experimental Child Psychology*. Papers may explore sex-related differences in a domain that is on the face of it

unrelated to sex/gender (e.g., spatial skills); phenomena explicitly linked to gender (e.g., gender stereotypes); or related topics that address other biological and/or social constructs of sex/gender. Manuscripts should be sent by September 1, 1999, to Lynn S. Liben ([liben@psu.edu](mailto:liben@psu.edu)) following procedures for the special issue contained in current issues of *JECP* and at [www.academicpress.com/www/journal/chifa.htm](http://www.academicpress.com/www/journal/chifa.htm)

#### POSITION OPENINGS

The **Heller Graduate School at Brandeis University** announces its search for Director of the Family and Child Policy Center. Applicants must have doctorate or equivalent and may come from a broad range of disciplines, including, but not limited to, psychology, sociology, political science, education, economics, and social policy. Previous experience in policy is desirable. Women and persons of color are encouraged to apply. For information, contact Jack P. Shonkoff, Dean, Heller Graduate School, Brandeis University, P.O. Box 9110—MS 035, Waltham, MA 02454-9110; ph (781) 736-3963; fax (781) 736-3881

The **Department of Psychology at the University of Missouri at Columbia** seeks two developmental psychologists at the assistant professor level: one in social development, the other in cognitive development. We seek the best scholars, irrespective of the exact content of their research program. Send applications to Dave Geary, Chair, Developmental Search Committee, Department of Psychology, University of Missouri, Columbia MO 65211-2500. For more information, phone (573) 882-6268 or e-mail: [psycorie@showme.missouri.edu](mailto:psycorie@showme.missouri.edu)

The **Department of Teaching and Learning, Peabody College of Vanderbilt University** seeks candidates for two entry-level positions in Early Childhood Education: a tenure track assistant professor and a renewable 3-year appointment as assistant professor of the practice, with interests in early childhood educational settings, transitions to school, integrated curriculum and/or early intervention. Contact Dale C. Farran: DTL; Box 330, GPC; Vanderbilt University, Nashville, Tennessee 37203; (615) 322-8100; e-mail: [Farrandc@ctrvax.vanderbilt.edu](mailto:Farrandc@ctrvax.vanderbilt.edu)

Once the new SRCD website is established, the Society will be posting announcements on an ongoing basis. *Newsletter* space in the meantime is limited. Announcements related to conferences, training, and "other" should not exceed 600-650 characters (approximately 100 words). Job postings should not exceed 850-900 characters (approximately 150 words). Most important to include are relevant dates and contact information. Beginning with the spring *Newsletter*, the Society will charge for job opening announcements at rates available from the SRCD Executive Office.

## SRCD Executive Office

Mailing Address: University of Michigan  
505 East Huron, Suite 301  
Ann Arbor, MI 48104-1522

Telephone: (734) 998-6578  
Fax: (734) 998-6569  
E-mail: [srcd@umich.edu](mailto:srcd@umich.edu)

### Important Notice

- Journals are not forwardable. If you do not notify us of a change of address (see form, right), you will stop receiving your journals.
- Contact the SRCD Membership office if you have concerns or questions regarding your publications or your membership. The University of Chicago Press cannot help you.
- E-mail: [tetucker@umich.edu](mailto:tetucker@umich.edu)

### Change of Address Notification

NAME \_\_\_\_\_

MAILING ADDRESS \_\_\_\_\_  
\_\_\_\_\_

**SEND TO:** Thelma Tucker · SRCD Membership  
University of Michigan · 505 E. Huron, Suite 301 · Ann Arbor, MI 48104-1522

### Society for Research in Child Development

University of Michigan  
505 East Huron, Suite 301  
Ann Arbor, MI 48104-1522

# Society for Research in Child Development

## NEWSLETTER

Volume 42, Number 2  
Spring 1999



### MESSAGE FROM THE PRESIDENT...

#### PROFESSOR SIR MICHAEL RUTTER

**S**RCRD has long been an international organization attracting developmentalists from all over the world. Nevertheless, I feel the inevitable weight of responsibility in being, I think, the first President from outside of North America. There is no need for special initiatives to attract members from the rest of the world, and the Committee for International Affairs does an excellent job in ensuring that the Society maintains an international perspective. Nevertheless, some members of SRCRD have asked whether it might be possible to hold occasional biennial meetings outside of North America. Clearly, that would emphasize our international position, but I am aware of the practical considerations. If we did do this, it would require planning many years ahead, so I would appreciate it if members could let me know whether they would welcome or deplore the idea.

For several years, the Jacobs Foundation has been generous in making travel grants for the participation of people from Eastern Europe and Asia to the

biennial meetings, and the Governing Council has added \$10,000 of its own funds to facilitate travel of student and foreign attendees. During the last two years, liaison has been established with ISSBD to strengthen links and initiatives in the international arena. Also, the development of e-mail facilities has made it easier for people outside North America to participate in SRCRD committee decision-making. I will seek to strengthen all of these activities. In particular, I hope



that it will be possible for social affairs and policy issues to be considered with an increased eye to what is happening all over the world. Through my involvement with the Institute of Medicine, I have become aware of the extent to which policy considerations deriving from science findings are rather similar in many different parts of the world. Moreover, there are parallel groups in different countries discussing tricky issues that concern developmentalists. Thus, I have participated in working groups on both

sides of the Atlantic discussing ethical issues in relation to both behavioral genetic research and the study of psychopathology in groups, especially children, who are limited in their ability to exercise informed consent.

In all of these features, I see my role as enhancing what is already well-established in SRCRD. Being elected as its President is a huge honor that I, along with my distinguished predecessors, both prize greatly and feel rather humbled by what has to be lived up to. What makes the job manageable, however, is the wonderful support of the well-established office at Ann Arbor with the splendid executive officer, John Hagen, and terrific administrator, Pat Settimi, with their finger on the pulse of all SRCRD activities and especially on its interface with other organizations and agencies. During my two years as President-elect I became quickly aware of the huge extent to which SRCRD functions so successfully because of the qualities of its central office and officers. They ensure that the right balance is maintained between coherence and consistency over time and the need for new initiatives and fresh adaptations and the taking up of challenges. Most especially, the Society has benefited from John Hagen being able to speak on its behalf at many and diverse inter-organizational meetings. It is very important that SRCRD has a presence in relation to U.S. Government initiatives and activities.

Through the initiative of past-President Frances Horowitz, together with that of LaRue Allen, Chair of our Committee on

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Ethnic and Minority Affairs, a Millennium Scholars program was established, with the generous support of the foundation for Child Development and the W.T. Grant Foundation, to foster the participation of minority students in our biennial meetings. It was obvious in Albuquerque that this was much appreciated, and I hope that this may be continued in the future. Former President Glen Elder was keen to increase interdisciplinary involvement in SRCD, and I share that aspiration. However, I fear that the main need is for child psychiatrists, pediatricians, and sociologists to learn what they are missing in not taking a fuller role in SRCD, rather than for SRCD to alter what it does. I have been very struck by the extent to which, over the years, SRCD meetings have come to reflect a greater interest in psychopathology and in the social policy implications of developmental research. It is regrettable that disciplines other than psychology have not played a greater role in that expansion, and I will do what I can, mostly outside of the SRCD structure, to remedy that situation.

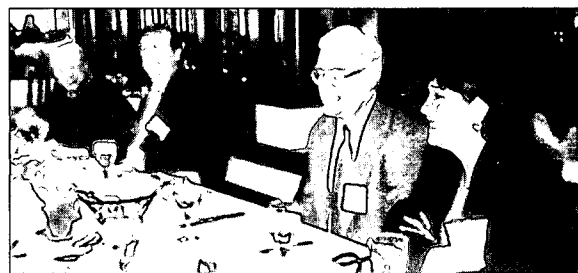
The publications of the Society constitute an absolutely central feature of its activities, and they are rightly a source of considerable pride. During the last two years SRCD has moved to Blackwell as the publisher of its journals and, already, important changes are taking place. For the first time, SRCD *Monographs* will be published commercially—so making them available to a much wider audience—as well as in the form of a series linked to a journal subscription. We welcome Willis F. Overton as the new editor of the *Monographs*, and it is clear he is brimming with ideas on how to further strengthen an already successful series. *Child Development* continues as the

leading journal in the field, and SRCD is in the course of seeking a new editor to succeed Marc Bornstein at the end of his term of office; Ted Wachs chairs the search committee and welcomes input. The computer revolution is making an immense impact on the publishing world, and *Abstracts and Bibliography* will be available on line by 2000, with plans for other publications to follow suit later. Concerns have been expressed by some members that there is no longer a book of abstracts of biennial meeting presentations. We are exploring the possibility of making these available on



our website in the future, although probably not in time for our next meeting in Minneapolis.

The biennial meeting provides the other main centerpiece of SRCD activities. The meeting in Albuquerque attracted a huge attendance with an excellent scientific program, attracting people from some 40 different countries. Old stagers, like myself, sometimes worry that the huge, continuing increase in our membership, together with its participation in meetings, means that we lose the personal, intimate quality that always used to be characteristic of our get-togethers. The geographical scatter of hotels, in combination

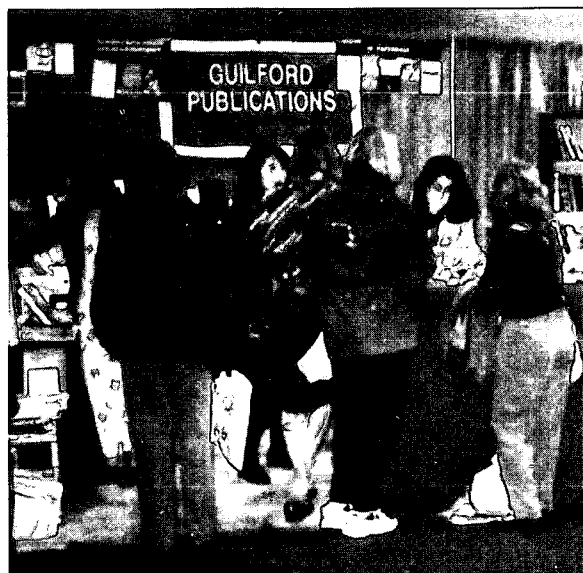


with the inadequate taxi facilities in Albuquerque, certainly did not help cohesion. Fortunately, I am reassured, the logistics should be much better in Minneapolis in 2001. There is a new convention center with several good nearby hotels connected by skywalks in case of inclement weather (not that that is ever the case in Minneapolis!). Plans for the meeting are in the capable hands of the Program Committee, jointly chaired by Charles A. Nelson and Grazyna Kochanska, and we can look forward with confidence to another high quality meeting. I hope that plans for keynote talks and special symposia will include the possibility to present cutting edge concepts and findings from some of the newer areas of developmental science (such as the potential provided by functional imaging for understanding the workings of the mind). It is rather early to be planning my Presidential address, but I am likely to want a theme that reflects the best of modern science, that seeks to bring cohesion among warring factions, and which considers practical implications. The title that I am currently toying with is "Nature, Nurture, and Development: From Evangelism through Science towards Policy and Practice." Any reactions?

As someone whose main job throughout most of my career has been that of a full-time researcher running an interdisciplinary research unit (and more recently a larger center that sought to integrate social, genetic, and developmental research perspectives), I am keen to foster support for developmental sciences and to ensure that the research is of the highest quality. SRCD has many opportunities to exert some modest influence in these connections, and it is necessary that the president play a role in helping the central office in its interface with funding







agencies. For example, Dr. Steven Hyman has created a new NIMH Behavioral Science Work Group "to provide guidance for future behavioral science research and to encourage more effective linkages between and among mental health research domains, and between behavioral research and its real-world applications." I greatly welcome this initiative, and I am delighted that SRCD has been asked for its advice on these issues. Both John Hagen and I will ensure that the

drafting of a considered set of comments will be a priority for us.

I look forward to a stimulating and interesting period of office as President, and I am most grateful for the opportunity to serve my favorite professional organization, especially at a time when it is riding high. I welcome input from members and nowadays e-mail makes discussion easy over long distances—and many time zones!

Michael Rutter  
e-mail: j.wickham@iop.kcl.ac.uk

## JOB OPENINGS

### Department of Psychology University of Missouri at Columbia

Applications are invited for a postdoctoral research position. The successful applicant will serve as project director on an ongoing longitudinal study of psychosocial and personality factors in risk-taking behaviors among adolescents and young adults (for more information, [www.missouri.edu/~psymc](http://www.missouri.edu/~psymc)). The selected individual will be expected to pursue his or her own research interests, in collaboration with project faculty, including Drs. Lynne Cooper, Ken Sheldon, and Phil Wood. Applicants must hold a Ph.D. in psychology or a related field. Experience with large-scale survey research and advanced data analytic techniques (e.g., structural equation modeling, growth curve modeling, etc.) is strongly preferred. To apply, send vita, reprints, a cover letter stating research interests and experience, and three letters of reference to Dr. Lynne Cooper, 112 McAlester Hall, University of Missouri, Columbia, MO 65211. Application screening begins on June 15 and continues until the position is filled. Start date is negotiable. E-mail inquiries can be sent to [CooperM@missouri.edu](mailto:CooperM@missouri.edu). Women and minorities are encouraged to apply. The University of Missouri is an equal opportunity employer.

## JOB OPENING

### U.S. Consumer Product Safety Commission

Seeks an applied developmental psychologist to address children's product safety hazards by application of advanced knowledge and behavioral research. Will serve as Commission expert on hazards associated with children's behavior and their products. The Commission is in Bethesda, MD, a suburb of Washington, DC. Call the CPSC Personnel Specialist at 301-504-0100, ext. 1489 for information and deadline.

## JOB OPENINGS

### The Institute for the Study of Child Development Department of Pediatrics University of Medicine and Dentistry of New Jersey Robert Wood Johnson Medical School

- **Assistant Professor Position** - Seeking a social/developmental psychologist for a 3-year, nontenure track research position. Applicants must have a Ph.D. in psychology or a related field. Send curriculum vitae, cover letter, and three references to: Michael Lewis, Ph.D., Institute for the Study of Child Development, 97 Paterson Street, New Brunswick, NJ 08903 or fax to (732) 235-6189.
- **Postdoctoral Psychology Position** - has a position open for a full-time 2-year postdoctoral fellow with research interests in social/developmental psychology. Applicants must have a Ph.D. in psychology or a related field. Send curriculum vitae, cover letter, and three references to: Michael Lewis, Ph.D., Institute for the Study of Child Development, 97 Paterson Street, New Brunswick, NJ 08903 or fax to (732) 235-6189.

# NEWS FROM THE EXECUTIVE BRANCH POLICY FELLOWS

## Margaret Feerick

I have long had an interest in policy issues affecting children and families. As a developmental psychologist with a research background in child maltreatment and family violence, I was interested in finding a position where I could use my knowledge of the research in these areas to inform current programs and policies in child abuse and neglect and child welfare. As the end of my graduate school career approached, a colleague of mine suggested that I apply for an SRCD Executive Branch Fellowship as one means of doing so. He passed along to me a copy of the announcement from SRCD which further piqued my interest, so I applied.

When I was chosen as an SRCD fellow, I was offered a placement in the Child Development and Behavior Branch of the National Institute of Child Health and Human Development (NICHD), National Institutes of Health (NIH). Here I have been able to use my research background to inform research initiatives and programs in child abuse and neglect through a trans-NIH initiative.

My fellowship experience officially began with a two-and-a-half week orientation coordinated by the American Association for the Advancement of Science for fellows from a variety of backgrounds ranging from engineering to social science. This orientation consisted of an extensive series of presentations by a number of policy makers and scientists, designed to provide a comprehensive introduction to the public policy process. From this orientation, I gained an understanding of how the federal government works and the variety of ways that science may be used to inform federal programs and policies. I also had the opportunity to meet a number of current and former fellows with whom I have established ongoing professional relationships.

Following this "formal" orientation, I began work at the NICHD, where I was invited to a number of meetings and conferences, including several meetings of the Board on Children, Youth, and

Families of the National Research Council and Institute of Medicine, and NIH research meetings. Attending these events exposed me to the range of research programs supported by the NICHD and other NIH institutes, while they gave me the opportunity to learn about current research and policy initiatives. These events helped me to understand how scientific research priorities are developed, while they gave me the chance to get involved with a number of exciting activities.

The activity that has occupied most of my time and attention is work I did as part of a Trans-NIH Child Abuse and Neglect Working Group (CANWG). The CANWG was established in 1996 in response to a congressional mandate that "the NIH convene a working group made up of representatives of its component organizations currently supporting research on child abuse and neglect." With participation from other federal agencies, the CANWG meets regularly to review NIH research efforts in child abuse and neglect, identify accomplishments and future research needs, and coordinate child abuse-related research across the NIH. As a member of this working group, I have been involved with several recent initiatives to increase research in this area and develop a cadre of scientists capable of conducting high quality research in child abuse and neglect.

One such initiative was a technical assistance workshop I organized that took place last February. The goal of this workshop was to assist beginning and experienced child abuse and neglect researchers and experienced investigators in related fields interested in pursuing careers in child abuse and neglect research in preparing NIH career development award applications. Approximately 45 researchers attended the workshop, representing a number of different disciplines including medicine, nursing, psychology, and social work. The workshop included presentations by NIH staff on career development awards at the

NIH, the process of applying for career development awards, and on the specifics of developing and writing a career development application. In addition, the workshop included roundtable discussions with researchers, who have been successful in obtaining career development awards, and with program staff from several NIH institutes including the NICHD, the National Institute of Mental Health (NIMH), the National Institute of Neurological Disorders and Stroke (NINDS), the National Institute on Alcohol Abuse and Alcoholism (NIAAA), the National Institute on Drug Abuse (NIDA), the National Institute of Nursing Research (NINR), the National Institute of Dental and Craniofacial Research (NIDCR), and the National Center for Research Resources (NCRR).

Another CANWG initiative that I have been involved with is a multi-agency Request for Applications (RFA) on child neglect that was announced in the NIH Guide to Grants and Contracts in March. This five-year research program encourages research on the etiology, extent, services, treatment, management, and prevention of child neglect. Building on recommendations made by the National Academy of Sciences in their 1993 report, "Understanding Child Abuse and Neglect," and on a 1997 review of the NIH research portfolio, this RFA is intended to stimulate the development of research programs in child neglect at institutions that currently have strong research programs in related areas but are not currently engaged in research focusing on child neglect.

A second goal of the RFA is to bring the expertise of researchers from a number of different fields, including child health, education, and juvenile justice, into the child neglect research field and to promote collaborations among them and with child abuse and neglect researchers. This initiative involves a number of different NIH institutes, including the NICHD, NIMH, NIDA, NIAAA,

NINDS, NIDCR, and the NIH Office of Behavioral and Social Sciences Research, as well as the Children's Bureau of the Administration on Children, Youth and Families, the National Institute of Justice and the Office of Juvenile Justice and Delinquency Prevention of the Department of Justice, and the Office of Special Education Programs, within the Department of Education. It is anticipated that for fiscal year 2000, the co-sponsors of this initiative will provide total funds in the amount of \$3,315,000 and that approximately 11 to 15 grants will be awarded.

A third initiative of the CANWG that I am helping to coordinate is a conference on Classification and Definitional Issues in Child Abuse and Neglect that is expected to take place next fall. Under the direction of Reid Lyon from the NICHD, the CANWG is planning this conference in collaboration with the Children's Bureau of the Administration on Children, Youth and Families and representatives from the Interagency Research Committee of the Federal Interagency Work Group on Child Abuse and Neglect as part of an effort to develop a classification/definition system that can be used to guide research in child abuse and neglect. A major issue in research on child abuse and neglect has been the lack of common definitions of different types of abuse and neglect. Although there are a number of factors that make constructing such definitions difficult, such as a lack of consensus about what constitutes inappropriate parenting and whether both harm and endangerment should be included as maltreatment, clear, reliable, and valid definitions of child abuse and neglect are necessary in order to improve the scientific research in this area. The purpose of this workshop is to convene a panel of experts to review existing definitions of child abuse and neglect and to develop a classification system that can be used to stimulate research in this critical area.

In addition to my involvement with the CANWG, within the Child Development and Behavior Branch of the NICHD I have been working with Reid Lyon, chief of the branch, on developing a research and training program in child abuse and neglect and family violence. Although in

recent years the NICHD has supported numerous projects that address critical issues related to the identification of factors that may play a role in child abuse and neglect (such as perinatal and early childhood variables, family structures, parental attitudes toward discipline, and the effects of child care), few currently supported projects directly address aspects of child abuse and neglect and family violence. Thus, my role within the branch has been to work with representatives from other branches in developing a comprehensive program in child abuse and neglect and family violence that addresses issues with relevance to the

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mission of the Institute. This new program area supports research designed to elucidate our understanding of the causes and consequences of child abuse and neglect, as well as psychosocial and psychobiological factors which shed light on the mechanisms by which child abuse and neglect result in harmful effects. In addition, this program promotes the development of theory-driven prevention and intervention strategies to reduce the risk for child abuse and neglect and to ameliorate the consequences of abuse and neglect on individual development. A particular focus is on the identification of environmental, social, cultural, and psychological factors that predispose children to abuse and neglect and factors within family, social, and school contexts which mitigate the consequences of domestic and child abuse. Also emphasized are studies which identify the effects that domestic and child abuse have on the physical, cognitive, social, and emotional development of children.

Participating in these and other similar activities has helped me to gain perspective on the complex interplay between policy and research, while enabling me to use my research background to inform new and important projects. In addition, these activities have given me the opportunity to collaborate with professionals from a variety of fields, providing me with insight into the different ways that research can be used to inform programs and policies and how interdisciplinary approaches are needed to address complex issues in child development. Thus, my fellowship has proven to be an interesting and challenging experience that has created many new opportunities for me. Additionally, it has provided me with a foundation for my career, which is itself still developing.

Working primarily with academic researchers on applied issues has proven challenging and rewarding, all the while reinforcing my view that the often-made distinction between academic and applied research is blurred. Lessons learned from this experience will readily translate into either a return to the academic world, or continued explorations of the interface between research and policy.

- For more information on any of the activities I have discussed, please feel free to contact me at (301) 434-6882 or email to: [feerickm@mail.nih.gov](mailto:feerickm@mail.nih.gov).

Alternatively, you can contact federal staff directly.

- For information on the RFA on child neglect, contact G. Reid Lyon, Ph.D., Chief CDBB, NICHD, at (301) 496-9849 or email to: [lyonr@exchange.nih.gov](mailto:lyonr@exchange.nih.gov); or Cheryl Boyce, Ph.D., Developmental Psychopathology Branch, NIMH at (301) 443-0848 or email to: [cboyce@nih.gov](mailto:cboyce@nih.gov).
- For information on the Conference on Classification and Definitional Issues in Child Abuse and Neglect, contact G. Reid Lyon, Ph.D., Chief CDBB, NICHD; or Catherine Nolan, Ph.D. Director, Office of Child Abuse and Neglect, ACYF, at (202) 260-5140 or email to: [cnolan@acf.dhhs.gov](mailto:cnolan@acf.dhhs.gov).



# REPORT FROM WASHINGTON

Alan G. Kraut and Sarah Brookhart • SRCD Washington Office

## Changes in Maternal and Child Health Bureau (MCHB) Research Program

A small but important program for child development research has emerged from a troubled year with some new directions and some renewed priorities.

A number of child development researchers are currently supported by, or in the past have received grants from, the MCHB Research Program. The program's roots can be traced back to the Children's Bureau, established in 1912, which included a mandate to study ways to improve child health. Today, the MCHB Research Program supports investigator-initiated research as well as program-directed projects relating to health services for children and families. With an emphasis on multidisciplinary investigations, the \$10 million program is unique in its emphasis on issues relating to the health of minorities and disadvantaged populations.

Recently, the MCHB Research Program came under fire for what was seen as an overly-broad view of child health. For example, two of the program's three major priorities were racism and fathers, both of which were seen by some as being outside of the mission of the program (the third priority—implications of health care reform and managed care for child health—was not controversial). In addition, there has been criticism about the program's support for behavioral and developmental research, which were not seen as applicable to health services research.

In response to these and other criticisms and without prior notice, the Administrator of the Health Care Financing Administration (HCFA), the MCHB's parent agency, took the drastic step of placing a one-year limit on the length of new

research grants. This step was taken ostensibly to allow an evaluation of the MCHB Research Program, but in effect it shut down the program.

SRCD joined with the Consortium of Social Science Associations, the Federation of Behavioral, Psychological and Cognitive Sciences, the American Psychological Association, and the Center for the Advancement of Health to protest HCFA's action. In a joint letter to HCFA expressing strong opposition, the groups said that "a move to one-year funding ... would disrupt a constructive and much-needed research program. Likewise, the image of instability could discourage researchers from entering or continuing in the important field of maternal and child health services research."

The one-year limit has now been lifted and new program priorities reportedly will reflect the health services goals of HCFA while preserving the features for which the MCHB Research Program is known: the support of longitudinal research; the focus on minorities, child development, and families; and children's psychosocial adaptation to disease states. Observers believe that the efforts of the external community were valuable in underscoring the need to preserve the program's broader vision of factors involved in children's health.

"You can spread the word that we are back in business," said Gontran Lamberty, director of the program, who indicated that revised application guidance materials would be available in early summer. Despite assurances from program officials, it is likely that this shift in priorities will further reduce MCHB's funds for investigator-initiated research in child development.

One additional aspect of this situation that continues to trouble us is the fact that there was virtually no warning and no consultation with the external science

community before HCFA placed the one-year limit on research grants. This seemingly capricious action demonstrates a profound lack of understanding about how science works, and a disregard for the researchers who are committed to investigating the full range of issues that affect child health and well-being. We have raised these issues with several members of Congress who share these concerns, and we are working to ensure that in the future, if HCFA contemplates any major changes in the MCHB Research Program, that the relevant disciplines will be involved in the decision-making processes.

### Hail, 1999 Fellows

Congratulations to our three outstanding individuals who will be coming to Washington this fall as recipients of the 1999-2000 SRCD Executive Branch Policy Fellowships! They are:

- **Ganie DeHart**, currently an Associate Professor of Psychology at SUNY-Geneseo, who will be at the National Institute of Child Health and Human Development
- **Tony Simon**, a developmental psychologist from Furman University, who is going to the National Institute on Drug Abuse
- **Heather Lynne Ringeisen**, who will be leaving an internship at the Louis de la Parte Florida Mental Health Center for a fellowship at the National Institute of Mental Health

We will keep you updated on their activities later in the year. Meanwhile, it's not too early to begin planning for the 2000-2001 Fellowships. A program announcement will be sent to all SRCD members in the Fall, but if you would like information now, please email Sarah Brookhart: [sarahb@aps.washington.dc.us](mailto:sarahb@aps.washington.dc.us) or visit the SRCD Website at [www.srcd.org](http://www.srcd.org).

# ETHICAL ISSUES RELATED TO DEVELOPMENTAL RESEARCH AND ITS APPLICATIONS



## Preparing Successful Proposals for Institutional Review Boards: Challenges and Prospects for Developmental Scientists

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Fordham University  
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Bronx, New York 10458

**T**he past fifty years has seen unparalleled growth in knowledge about and interventions for children and adolescents based on major theoretical and methodological advances in human experimentation. Such advances have also brought forth a myriad of ethical challenges concerning the adequate protection of child and adolescent research participants. The formidable task of insuring ethical competence in research with minors demands sensitive and informed research planning by responsible scientists, careful review by their institutional sponsors, and oversight by the federal government.

The National Research Act, Public Law 93-348, mandates that an institutional review board (IRB) must be established by any institution that receives federal funding for biomedical or behavioral science. The administration and monitoring of IRBs is conducted by the Department of Health and Human Service's (DHHS) Office for Protection from Research Risks (OPRR). Any institution found to be in noncompliance with DHHS regulations can lose federal funding of both its research and student programs. In response to increased public awareness about scientific misconduct, the OPRR has begun to crack down on IRB administrative lapses as evidenced by the recent highly publicized suspension of experiments at Duke University (Hilts, 1999).

There are numerous challenges facing the IRB system today. Institutions protest the increasing cost of adequately training and maintaining a diverse and active review board and of monitoring ethical practices once specific research projects have been

approved. IRBs are dismayed when ethics proposals fail to include adequate information to confirm that participant autonomy and welfare will be protected.

Investigators complain about the lack of uniformity in IRB decision-making across institutions and federal agencies and the lack of expertise in areas specific to their investigative topics. Community members often remonstrate that IRBs do not have adequate community representation and therefore reflect the values and interests of the institution rather than those of prospective research participants.

Tensions among these stakeholders often make challenges associated with the IRB submission process appear insurmountable to developmental scientists, especially novices to the system. It is the purpose of this column to underscore how understanding the IRB process and the critical role that an ethically informed and detailed research protocol can play in IRB approval can make this process less daunting and increase the probability of successful review.

### The Nature and Responsibilities of the Institutional Review Board

The purpose of the IRB is to protect the rights and safety of human subjects. The Code of Federal Regulations Title 45-Part 46 Protection of Human Subjects (1991) specifies IRB responsibilities. Additional safeguards, such as 45 CFR 46 Subpart D - Additional Protections for Children Involved as Subjects in Research, are included to insure that members of vulnerable populations (e.g., children, prisoners, pregnant women, mentally disabled persons, or economically or

educationally disadvantaged persons) are not the subject of coercion or undue influence.

Each IRB is required to have at least five members with sufficient diversity with respect to gender, race, culture, and professional and community expertise to enable it to assess the ethical acceptability of a research proposal with respect to its: scientific merit, sensitivity to community attitudes, safeguarding of participant rights and welfare, institutional commitments and regulations, applicable law, and standards of professional conduct and practice. When reviewing proposals the IRB must arrive at an independent determination that: (1) Risks to subjects are minimized and reasonable in relation to anticipated benefits; (2) selection of subjects is equitable; (3) informed consent is sought from and documented for each prospective subject or the subject's legally authorized representative; (4) the research plan makes adequate provision for monitoring the data collected, to ensure the safety of subjects; and (5) there are adequate provisions to protect the privacy of subjects, and to maintain the confidentiality of data.

### Preparing Successful Protection of Human Subjects Proposals

Federal guidelines grant the IRB autonomy in the interpretation of regulations. Thus each IRB must apply its own discretion when deciding how a research proposal will be judged to meet the ethical criteria listed above. The diversity of IRB membership and the wide latitude in autonomous decision-making given to individual IRBs can be intimidating to an



applicant who is concerned that review decisions will be uninformed or idiosyncratic. Investigators often fail to recognize the crucial role they must play in providing information that assists IRBs in evaluating the ethical acceptability of the project.

### **Justify the Scientific Validity of the Research**

One common error in IRB submissions occurs when the investigator provides only a cursory summary of the theoretical and methodological rationale for his or her study. Omission of detailed methodological justification in the ethics application is often based upon the erroneous assumption that the IRB is not responsible for evaluating the scientific merit of the proposed research. What such a presumption fails to recognize is that IRB risk-benefit assessment is inextricably linked to the scientific value and validity of the study. A study that lacks methodological validity cannot provide scientific or social benefits (Fisher & Fyrberg, 1994; Freedman, 1987). Thus, a research protocol, which poses even slight probability of risk, is not worth approving if an IRB has no evidence that the design has scientific merit.

### **Understand and Provide Sufficient Rationale for Situations Requiring Waiver of Guardian Permission**

A second set of common misconceptions involves regulations regarding parental/guardian permission for research with minors. Federal regulations require the permission of the parent when minors are involved in research for several reasons. With few exceptions (e.g., emancipated or mature minor as defined by state law), children and youth do not have the legal capacity to consent. Moreover, depending on their age and the complexity of the research context, minors may lack the cognitive capacity to comprehend the nature of the research and their research rights, and lack the power or skills to refuse participation (Thompson, 1990; Melton, Koocher, & Saks, 1983).

Research protocols submitted to IRBs involving adolescents who have assumed adult responsibilities such as self-support,

marriage, or procreation, or who according to state law may be treated as adults for certain purposes (e.g., treatment for venereal disease, drug abuse, emotional disorders) should include information regarding relevant state laws. Such information, along with a description of additional steps that protect teenagers' right to assent or dissent participation, can assist IRBs in deciding whether an investigator's request to waive parental permission should be granted.

Parental permission may also be waived when there is serious doubt as to whether the parents' interests adequately reflect the child's interests (e.g., research on child abuse or neglect, genetic testing of the healthy sibling of an ill child) or when parental consent cannot reasonably be obtained (e.g., research on runaways). In such instances, ethics proposals should provide detailed evidence regarding why parental permission will not be in the child's best interest or is unavailable.

**Participant Advocates.** In the cases outlined above, parental permission may be waived if an appropriate mechanism for appointment of a participant advocate with no investment in the research project or role in subject recruitment is provided (Fisher, 1993). Investigators must provide the IRB with a detailed plan for how the advocate will (a) verify the minor's understanding of assent procedures; (b) support the minor's preferences regarding participation; (c) ensure that participation is voluntary; (d) assess reactions to planned procedures; and (f) ensure that minors are adequately debriefed (Fisher, Hoagwood, & Jensen, 1996).

**Passive Consent.** Investigators often confuse standards permitting waiver of guardian permission with passive consent procedures (sending guardians forms asking them to respond only if they do not wish their child to participate). Passive consent is not an ethical substitute for active guardian consent (Fisher, 1993). According to OPRR it is a means of informing parents about and providing them the opportunity to decline their child's participation in a study for which the requirement for active parental consent has been waived (McCarthy, 1992). Passive consent procedures may also be

appropriate if the research is eligible for exemption from IRB Review (e.g., research conducted in established or commonly accepted educational settings involving normal educational instructional strategies or the effectiveness or comparison of curricula or instructional techniques 45 CFR 46.101 [b]).

### **Ethically Justify the Selection of Intervention and Control Group Conditions**

A third common error involving submission of research protocols for IRB review involves failing to justify ethically the selection of both the experimental and control conditions for studies evaluating the efficacy of developmental interventions. Federal guidelines specify that it is unethical to assign persons to either a treatment or control condition if one of those conditions is known to be inferior. IRBs thus expect investigators to provide evidence that extant research has not yet confirmed that participants in a control group will be deprived of an intervention with empirically validated effectiveness. For studies comparing a new intervention to an established treatment, successful IRB submissions will provide sufficient empirical and/or theoretical evidence that individuals assigned to the experimental intervention will not be exposed to greater risk than if they had been assigned to the standard treatment condition. In addition to detailing the ethical justification for treatment-control condition selection, explicit descriptions of the ethical considerations underlying informed consent and monitoring procedures can assure the IRB that participant autonomy rights and welfare will be protected throughout the course of the study, and in some cases during a follow-up or referral period.

### **Challenges of IRB Review**

The success of an IRB lies in its credibility both within the institution and the surrounding community. Such credibility depends upon the authority granted the IRB by the institution, the IRB's ability to address complex questions of scientific ethics and research methodology, and the extent to which IRB decisions reflect sensitivity to participant and community perspectives. Achievement of these goals

rests squarely upon the degree of cooperation between the investigator and the IRB. Ethically knowledgeable investigators thus play a pivotal role in ensuring the viability of their institutional review boards.

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This article inaugurates a column that will appear occasionally on ethical issues related to developmental research and its applications. Interested readers are invited to identify topics of interest to the SRCD Committee on Ethical Conduct through its chair, Ross Thompson at [rthompson1@unl.edu](mailto:rthompson1@unl.edu).

## JOB OPENING

### Human Development Department The College of Agriculture and Home Economics Washington State University Pullman, WA

The College of Agriculture and Home Economics at Washington State University, Pullman, WA, is seeking applications for the position of Chair, Human Development Department. The Chair will have a record of scholarly accomplishment suitable to qualify for tenure at the rank of professor. Required: Earned doctoral degree in Human Development, Child/Youth Development, Child and Family Studies, Early Childhood Education, Family and Consumer Sciences, or related Social Sciences; attainment of tenured status and associate professor academic rank (or equivalent) at a college or university. Highly Desired: Effectiveness in teaching, research, and outreach; ability to provide leadership and vision; work with faculty from diverse subject matter disciplines; high level of administrative, management, and interpersonal skills. Desired: Strong commitment to distance education and technological advances; ability to work with diverse groups and commitment to promoting diversity; national reputation in Human Development, or related areas; commitment to the integrated mission (teaching-research-extension) of a land-grant institution; success in developing and administering programs funded by extramural sources.

Screening of applications will begin on October 1, 1999 and will continue until the position is filled. Send a letter of application; curriculum vitae and the name, address, phone/fax number and e-mail address of five professional references qualified to comment on academic achievements and leadership ability to: Dr. C. Richard Shumway, PO Box 646241, Pullman WA, 99164-6241 (Phone: 509- 335-2822; Fax: 509-335-2926; E-mail: [armstro@mail.wsu.edu](mailto:armstro@mail.wsu.edu). EEO/AA/ADA

# SRCD NOTICES

## **Publications Committee Seeking Nominations for Child Development Editor**

The Publications Committee of the SRCD is soliciting nominations for an editor of Child Development to succeed Marc H. Bornstein, whose term will end March 1, 2001. Important qualifications include breadth of knowledge of disciplines represented in the Society and in the Journal, a significant record of publications, and ideas about the future course of the Journal. Prior editorial experience would be an advantage. The editorship requires a substantial time commitment and includes an honorarium. The editorial terms is for a period of six years. Please send requests for further information, nominations (including self-nominations) and a brief description of qualifications to: Theodore D. Wachs, Chair, Search Committee, Psychological Sciences, Purdue University, West Lafayette, IN

47907-1364. E-mail: wachs@psych.purdue.edu.

## **Membership**

If you have students or postdoctoral fellows who would benefit from membership in the Society, please contact the SRCD Membership Office phone for applications.

Membership Office Contact Information: (734) 998-6524, fax (734) 998-6569, e-mail: tetucker@umich.edu

## **Proposed Amendments to By-Laws**

Several changes have been proposed to the SRCD By-Laws. If you are a voting member of the Society (full members, emeritus members, editorial board members, spouse members) you should have received a notice about this matter in the mail. If you did not, please contact

Thelma Tucker in the SRCD Membership Office (see contact information above). In approximately 45 days you will receive a ballot to vote on the proposed changes. Please promptly vote and return your ballot as instructed.

## **SRCD Newsletter**

Governing Council is currently searching for an editor for the SRCD Newsletter. In the interim, this issue was produced by the Executive Office staff. Please send newsworthy items to us at:

SRCD  
University of Michigan  
505 E. Huron - Suite 301  
Ann Arbor, MI 48104-1522

Please note that the above address is the only mailing address you should have on file for the SRCD Executive Office.

## SRCD MEMBER OBITUARIES

Dr. Richard D. Walk (1920-1999) earned his Ph.D. in Psychology at Harvard University. After serving in the U.S. Army, he began his academic career at Cornell University, moving to George Washington University in 1959. He was also a visiting professor at MIT and the London School of Economics. He is best known for inventing and developing the "visual cliff," which is widely used to study depth perception. He was a member of SRCD from 1960-1999.

Dahlia Frey Stockdale (1931-1998) earned her Ph.D. in Child Development from Iowa State University in 1972. She served on the Department of Child Development faculty there from 1970 until her death. She was a member of SRCD from 1968-1999.

Paulette Perrone Hoyer (1945-1998) earned her Ph.D. from Wayne State University and joined the faculty in the College of Nursing there in 1977. She was widely known for her research on the needs of pregnant adolescents and women. She was also a talented artist and lover of Gorden Setters. She was a member of SRCD from 1987-1998.

Mary D. Salter Ainsworth (1913-1999) earned her Ph.D. in Psychology in 1935 from the University of Toronto. After serving in the Canadian Women's Army Corps from 1942 to 1945, she returned to the University of Toronto to teach. Mary next moved to London and began a life-long collaborative partnership with John Bowlby. From London she moved to Kampala, Uganda where she conducted

one of the first longitudinal, scientific studies of mother-infant interaction in the first year of life. In 1955, Prof. Ainsworth moved to Baltimore, MD where she conducted clinical work and joined the faculty of the Johns Hopkins University. From 1974 to 1984 she was a faculty member of the University of Virginia. She retired in 1984 but remained professionally active until 1992. Her contributions to the scientific study of attachment led to groundbreaking changes in how we think about the bond between an infant and its caregivers. Mary was an SRCD member from 1957 until her death, serving as president from 1977 to 1979.

# ANNOUNCEMENTS

## National Council on Family Relations

Annual Conference "Borders, Boundaries and Beacons: Diverse Families in Dynamic Societies" will be held November 12-15, 1999 at the Hyatt Regency Hotel in Irvine, CA. The Program Chair is Katherine R. Allen, CFLE, Virginia Tech. Plenary Speakers are

- "Intergenerational Family Legacies Across Time And Space," Mary Catherine Bateson, George Mason Univ.
- "The Necessity of Black Theatre in a Healthy Artistic and Social Environment," Lou Bellamy, Univ. of Minnesota and Penumbra Theatre Company.
- "Contemporary Immigration Issues Affecting Hispanic Families," Marta Sotomayor, Natl. Hispanic Council on Aging; Official Delegation to HABITAT II, UN Conference on Human Settlements, Istanbul

Plus four pre-conference and one post-conference workshop, and over 400 presentations of original research and practice. Contact: National Council on Family Relations. Toll free: 888-781-9331. E-mail: [ncfr3989@ncfr.org](mailto:ncfr3989@ncfr.org).

**Eighth Annual Conference on Parent Education**, will be held February 17-19, 2000. For further information, please contact Dr. Arminia Jacobson, Director, Center for Parent Education, by phone (940-565-2432), fax (940-565-4425), or e-mail ([jacobson@coefs.coe.unt.edu](mailto:jacobson@coefs.coe.unt.edu)), or check the website ([www.unt.edu/cpe](http://www.unt.edu/cpe)).

## Society for Research on Adolescence

The Eighth Biennial Meeting of the Society for Research on Adolescence will be held at the Fairmont Hotel in downtown Chicago, IL. Sessions begin at 12:00 noon on Thursday, March 30, 2000 and end at 11:50 a.m. on Sunday, April 2, 2000. Pre-sessions are on Thursday from 8:00 a.m. to 12:00 noon. Invited speakers are

- Linda Burton, Ph.D., Professor of Human Development and Sociology; Director, Center for Human Development and Family Research in Diverse Contexts, the Pennsylvania State

University

- David Magnusson, Ph.D., Professor of Psychology, University of Stockholm, Sweden
- Franklin Zimring, J.D., William Simon Professor of Law; Director, Earl Warren Legal Institute, University of California, Berkeley.

Please contact Angela Mackay (Tel: 734-998-6567; e-mail: [admackay@umich.edu](mailto:admackay@umich.edu)) for membership or additional conference information

## Society for Developmental and Behavioral Pediatrics (SDBP)

SDBP will conduct its 17th Annual Scientific Meeting and Workshops on September 23-27, 1999 at Cavanaugh's Fifth Avenue Hotel in Seattle, WA. The SDBP Lectureship will be awarded to Barbara M. Korsch, M.D. For further information and registration forms, please contact Noreen Spota by phone (215-248-9168), fax (215-248-1981, or e-mail ([nmspot@aol.com](mailto:nmspot@aol.com)).

SDBP is an international, interdisciplinary organization of 650 members. Our goal is to improve the health of infants, children, and adolescents by promoting research, teaching, and clinical care in developmental and behavioral pediatrics. SDBP sponsors the *Journal of Developmental and Behavioral Pediatrics* (JDBP) and conducts annual scientific meetings and workshops. Annual dues are \$140 for regular members and \$85 for trainees, nondoctorates, and members in developing nations. Membership includes subscriptions to JDBP and the newsletter. For more information, please contact Ms. Noreen Spota (Tel: 215-248-9168; e-mail [nmspot@aol.com](mailto:nmspot@aol.com)).

## Educational Psychology, Division 15 of APA

Division 15 of the American Psychological Association (APA) provides a collegial environment for psychologists with interest in research, teaching, or practice in educational settings at all levels to present and publish papers about their

work. Members receive the quarterly *Newsletter for Educational Psychologists* and the quarterly journal *Educational Psychologist*. For additional information contact: Howard Everson, PhD, Teaching & Learning, College Entrance Examination Board, 45 Columbus Avenue, New York, NY 10023; Telephone: (212) 713-8301; Email: [heverson@collegeboard.org](mailto:heverson@collegeboard.org).

## Section on Child Maltreatment, Division 37, APA

An invitation to join the Section on Child Maltreatment, Division 37, APA, the only permanent organization within the APA that is focused on enhancing prevention and intervention efforts in the field of child maltreatment. Your membership will help the Section foster research practice, and advocacy in this important field. Benefits for members include receiving the Section Newsletter and the Section Alert (up-to-date information on funding for research and treatment innovations), and participating in the policy network. To join, mail your name, address, phone number, and e-mail address, with a check for \$15 (\$10 students) to: APA Division 37 Section a, Division Services, 750 First Street NE, Washington, DC 20002-4242. Contact Larissa Niec ([lniec@iname.com](mailto:lniec@iname.com)) with membership questions.

## World Association for Infant Mental Health (WAIMH)

WAIMH is a multidisciplinary, international organization with 900 members as 26 Affiliate associations worldwide. WAIMH's goals include advancing clinical and scientific studies of infants and their caregivers within various cultural contexts. WAIMH conducts a biennial world congress, sponsors the *Infant Mental Health Journal*, the *WAIMH Handbook of Infant Mental Health* (4 vol.), publishes a quarterly newsletter, co-sponsors a video training library, and conducts outreach efforts throughout the world. For additional information please contact: [www.msu.edu/user/WAIMH](http://www.msu.edu/user/WAIMH) or Melanie Smith, Administrative Assistant: [waimh@msu.edu](mailto:waimh@msu.edu) or (517) 432-3793.

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**Society for Research in Child Development**  
University of Michigan  
505 East Huron - Suite 301  
Ann Arbor, MI 48104-1522



# Society for Research in Child Development NEWSLETTER

Volume 42, Number 3  
Fall 1999



## Commentary for the Behavioral Science Working Group of NIMH

The Behavioral Science Working Group of the National Institute of Mental Health requested input from the SRCD about the importance of recent behavioral science findings. Following is the commentary prepared by Michael Rutter and John Hagen.

### Importance of Recent Behavioral Science Findings

From our beginnings, in 1933, our commitment has been to fostering multidisciplinary research on children and to applied as well as theory-driven and basic research. Our field has been especially noted for its commitment to the translation of research to influence policy and practice.

There are many behavioral science findings that have been crucially important for furthering our understanding of the origins, nature and treatment of mental disorders. In giving some examples, we focus on those particularly relevant to childhood and adolescence, the main interest and expertise of SRCD. We make no attempt to be exhaustive in our coverage, but we would like to draw attention to the range of studies that have been informative and which are likely to continue to be so in the future.

## Mentoring for the Millennium

A new minority recruitment initiative, aptly titled The Millennium Fellows Program, was launched at the 1999 Biennial Meeting of the Society for Research in Child Development. The goal of the 1999 Millennium Fellows Program was to attract promising minority students to the field of child development by funding their attendance to the SRCD Biennial Meeting and by providing them with mentors who themselves were at various levels of career development.

Dr. LaRue Allen and Dr. Frances Degen Horowitz enlisted the support of the SRCD, the Foundation for Child Development, and the W.T. Grant Foundation to bring 20 students to Albuquerque. Dr. Allen and her team matched each of the undergraduate and master's level students with both a doctoral student "Junior Mentor" and a faculty level "Senior Mentor." These mentors, representing a variety of areas of child development work, met with Fellows during a day and a

*(Continued on page 2)*



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### Psychological Studies and the Nature of Psychopathology

There are many examples of research into the nature of psychological deficits associated with psychopathology that have changed thinking about the

*(Continued on page 4)*

## Mark Your Calendar!

December 1	Deadline for return of 2000 Membership Renewal Forms
December 1	Deadline for return of Directory of Members sheet

PS 029290

# MENTORING FOR THE MILLENNIUM (cont. from Page 1)

half of preconference activities designed to address questions about career paths in the field.

The program was, by all accounts, enormously successful. Students described the biennial meeting as a pivotal moment in their personal and academic development. As one student reported, "I definitely think attendance at the conference influenced my career plans. I'm positive I would like to pursue graduate education. I now know my options are unlimited." Another Fellow said, "This effort to open doors for us is so appreciated... I personally hope to show my gratitude by making the most of what you've begun."

The program continues to have a positive impact on the lives of the Fellows. Currently, the Junior Mentors are actively facilitating the graduate school application process for the Fellows, by offering advice about school choices, directing them to sources of information, and providing support and encouragement. The Senior Mentors also remain available through e-mail for advice as needed.

The importance of such recruitment programs cannot be understated. The availability of minority role models and ethnic scholars is so limited that a productive effort in minority student recruitment and support in fields of child development can only take place through the collaboration of majority and minority institutions, organizations, and current faculty. SRCD is in a

unique position to provide this support to minority undergraduates and graduates who are interested in pursuing a career in a child development field, and is pleased to have been able to do so this year.

The 1999 Millennium Fellows and their university affiliations were a diverse and highly qualified group, selected by Dr. Allen's team from a pool of applicants that far exceeded expectations.

- Chris Dianne Agosto, University of North Carolina at Chapel Hill
- Arthur Aguirre, Sonoma State University
- Deniece Bell, Syracuse University
- Tyese Brown, New York University
- Emmaly Carr, Vanderbilt University
- Renyale Cottton, Florida International University
- Alfred DeFreece, Hunter College
- Faith Dobbins, University of Illinois at Urbana
- Rose Gutierrez, University of Texas At San Antonio
- Yi-Lui Hung, Ohio State University
- Thelma Johnson, Coppin State College
- Lisa Leung, University of California at Davis
- Shawana Lewis, St. Louis University
- Carmen Quirino, Texas Tech University
- Thomas Rhee, York University
- Mecca Maha Salahuddin, The University of Texas at San Antonio
- Nicole Tankard, The University of New Hampshire
- Tammara Trail, University of Southwestern Louisiana
- Mark Anthony Williams, Auburn University
- Michelle Yeboah, Morgan State University

Junior Mentors were also selected from a large pool of applicants. These Ph.D. students, who offered to share their time and experiences to guide younger students, were:

- Veronica Herrera, University of Arizona
- Jaicy John, New York University
- Lisa Marie Lopez, University of Miami
- Laura Mitchell, University of Massachusetts - Amherst
- Melba Nicholson, University of Illinois - Urbana-Champaign
- Anthony Salandy, Auburn University
- Sherylle Tan, Claremont Graduate University
- Marvin Tobias, St. Louis University
- Nim Tottenham, University of Minnesota
- William Wakefield, University of California - Santa Barbara

The Senior Mentors and other professionals who provided guidance and support for the program's goals were:

- LaRue Allen, New York University
- Yvonne Caldera, Texas Technical University
- Catherine Cooper, University of California - Santa Cruz
- Nancy Hill, Duke University
- Frances Degen Horowitz, City University of New York
- Marion O'Brien, University of Kansas
- Pamela Trotman Reid, University of Michigan
- Barbara Rogoff, University of California - Santa Cruz
- Arnold Sameroff, University of Michigan
- Elisa Velasquez-Andrade, Sonoma State University
- Niobe Way, New York University
- Karen Wyche, New York University

The goal for the 2001 Millennium Fellows program is to increase participation by 100%. Application information will be available in the fall of 2000.



# THE COMMITTEE ON ETHICAL CONDUCT



The Committee on Ethical Conduct is concerned with the variety of ethical issues associated with children and with the professional responsibilities of developmental scientists. These include the treatment of children as research subjects, the communication of developmental science to the public, the applications of research to advance children's well-being, and the awareness of ethical responsibility by developmental researchers and their colleagues.

During the past year, the Committee has been concerned with the following issues:

- the revision of the APA Ethics Code and a companion document, "The Ethics of Research with Human Participants," and its relevance to SRCD's Ethical Standards for Research with Children
- activities of the President's National Bioethics Advisory Commission, especially their consideration of proposals concerning research with vulnerable populations that may be generalized to children
- implications of the new NIH regulations on the inclusion of children in research protocols
- informed consent and confidentiality issues associated with efforts by the federal government to encourage broader access to data sets collected

- ethical issues associated with public advocacy by developmental researchers
- the ethics of teaching and other instructional activities by faculty
- strengthening the capacities of local institutional review boards to conduct thoughtful, informed ethical analysis of research protocols involving children

The Committee has also been working on ways of communicating these issues to the SRCD membership. The last edition of the *SRCD Newsletter* saw the inauguration of an occasional column on ethical issues. The first of these columns, by Celia Fisher of the Center for Ethics Education at Fordham University, focused on preparing successful proposals for IRBs, and future columns currently under development will consider some of the topics outlined above. SRCD members are also invited to offer their suggestions for column topics by contacting the Committee Chair, Ross Thompson, at [rthompson1@unl.edu](mailto:rthompson1@unl.edu).

## Results of the By-Laws Revision Vote

For the eight membership issues proposed, the following votes were cast:

#1	895 Yes	25 No
#2	889 Yes	31 No
#3	900 Yes	19 No
#4	852 Yes	68 No
#5	876 Yes	40 No
#6	897 Yes	23 No
#7	869 Yes	51 No
#8	892 Yes	28 No

A total of 3,895 ballots were mailed to voting members. Only 919 ballots were completed correctly and returned by the deadline. Based on votes cast, the proposed revisions to the membership issues in the SRCD By-Laws are approved.

## JOB OPENING

### Department of Psychology San Francisco State University San Francisco, CA

Tenure-track position for an Assistant Professor of Developmental Psychology to begin Fall 2000. **Qualifications:** Ph.D. in Developmental Psychology from an APA approved program or equivalent preparation. Preferred candidates have teaching and/or research experience with individuals from traditionally underrepresented groups. **Description:** The position requires teaching graduate and undergraduate classes in developmental psychology, supervising student research, and developing a professional program of research in area(s) of life-span development (adolescent and/or adult development focus is of particular interest). Research specialization areas are open (social, cognitive, physiological, emotional, linguistic, and developmental neuroscience). **Rank and Salary:** Assistant Professor. \$40,000 to \$50,000 for the academic year, depending on level of experience. **Application Deadline:** All materials should be received by November 15, 1999. **Application Process:** Send a letter of interest, a current curriculum vita, at least three letters of reference, a sample of scholarly papers, and a description of teaching interests. Mail all materials to: Chair, HRT Committee; Department of Psychology; San Francisco State University; 1600 Holloway Avenue; San Francisco, CA 94132. SFSU is an Affirmative Action/Equal Opportunity Employer. Information on the Psychology Department can be accessed via: [www.sfsu.edu/~psych/](http://www.sfsu.edu/~psych/).

## COMMENTARY (cont. from Page 1)

disorders and their basis. For example, at one time, autism was conceptualized as a psychogenically-based variety of schizophrenia in children. Research into cognitive deficits associated with autism played a major role in changing that view. This was first evident in research during the 1960s and 70s and was consistent in showing major deficits in the processing of meaning in thinking and memory. During the last 20 years it has been possible to become much more specific about the nature of these cognitive deficits. Thus, there is now an abundance of evidence on the importance of so-called "theory of mind" deficits in mentalizing, on a lack of central coherence, and on deficits in certain aspects of executive planning. The combination of experimental psychology with functional imaging promises to take this area of work further in its ability to relate mental processing to brain functioning.

Similarly, research in the field of attention deficit/hyperactivity disorders has done much to confirm the importance of cognitive deficits but, equally, it has shown that the initial hypothesis of a deficit in selective attention was mistaken. Work relating attentional functioning to brain functioning, through the use of functional imaging, is taking this further forward.

Another example is provided by research in the field of developmental language disorders. Traditionally, these were seen as "pure" disorders of language. Cognitive studies have made it clear that they are associated with a broader range of cognitive deficits and follow-up studies have shown the importance of lasting associations with social impairment as well as with reading and spelling difficulties. The concept of developmental language disorders has had to be modified.

### Studies of Psychological Treatments

Our understanding of which psychological treatments are and which are not effective, in relation to particular types

of psychopathology, has increased greatly over recent years. Behavioral science researchers have taken the field forward both by relating methods of intervention more closely to the findings on causal processes and also by the assessment of the process of treatment, as well as a much better specification of focused methods of intervention. This is well exemplified by research in the fields of oppositional/defiant and conduct disorders, ADHD, and depression. A most important trend, too, has concerned the attempt to study the mediating mechanisms in effective treatments. The development of new interventions should be a priority and growth area in the years to come.

### Studies of Environmental Risk Processes

There are numerous examples of behavioural science research that has been crucially informative in improving our understanding of the nature of risk

...it has become evident that the effects of any single risk factor may be quite small, although the cumulative effect of multiple risks may be quite strong...

processes associated with psychopathology. A few examples serve to illustrate their diversity. At one time, psychosocial risk factors were conceptualized mainly in terms of the impact of acutely negative events such as children's separation from their parents, or the consequences of parental divorce, or day care or bereavement. Longitudinal studies have confirmed the reality of the statistical associations, have done much to confirm that there are risk processes that involve environmental mediation, and have highlighted which of the psychosocial features carry the greatest risk. However, the research has been even more important in changing views on the ways in which psychosocial risk processes work. Thus, it

has become evident that the effects of any single risk factor may be quite small, although the cumulative effect of multiple risks may be quite strong; that most of the risks derive from long-standing situations rather than acute events; that children's effects on their families must be taken into account as well as the family's effects on the children; that many of the risk processes involve chains of events rather than a risk mechanism that operated at just one point in time; that there is marked individual variation in responses to all forms of stress and adversity; that the ways in which different children are treated differentially in the family may be at least as important as the differences among families in patterns of rearing; and that influences at school and in the peer group need to be considered alongside the effects associated with family functioning. It is relevant to note that the gains in knowledge have come about through a mixture of research strategies, including detailed longitudinal studies of well-selected samples of children experiencing and not experiencing the risk, large scale epidemiological/longitudinal studies, intervention studies, studies of natural experiments of various sorts, and detailed studies of family interaction. Research on children's response to, and cognitive/affective processing of, experiences has been informative in the light that it has thrown on individual differences in responsivity to stress/adversity. Research focusing on the effects of divorce, on the one hand, and on the processes involved with antisocial behavior on the other, well illustrate what has been achieved.

We would also wish to highlight the crucial role taken by developments in methodology and in statistical techniques. These have done much to bring precision to the testing of hypotheses on environmental risk processes. A rather different set of examples is provided by research into the sequelae of children born very prematurely or born at a very low birth weight. Ultrasound studies in



## COMMENTARY (cont. from Page 4)

the neonatal period have done much to sort out the brain mechanisms associated with psychological sequelae, and psychological studies of the later development of high risk babies has shown the importance of subtle deficits outside the domain of overt neurological handicap or mental retardation. Lifespan studies have also been important in showing the ways in which life experiences may either strengthen or alter negative life trajectories as a result of so-called "accentuation" and "turning point effects." Among other things, these studies have shown the importance of experiences during adolescence and early adult life in modifying the sequelae of serious adversities in early childhood.

### Studies of Normal Development

Much behavioral science research has

been concerned with gaining a better understanding of both the processes of normal psychological development and also the factors involved with individual differences in such development. There are many instances in which this has had very important implications for our understanding of psychopathology. For example, the original notion that autism might be associated with deficits in theory of mind derived directly from normal developmental studies. It is very striking how this field of research has integrated investigations of normal and abnormal developmental processes to the benefit of both. Delineation of individual differences in young children's development of attachment relationships, together with the development of methods for assessing such differences, has transformed our understanding of what is involved in various sorts of social pathology. Thus, advances in the study of atypical varieties of

attachment insecurity (so called disorganized attachment) have been crucial in the development of concepts of attachment disorders and in the understanding of children's responses to grossly abusive and neglectful parenting. This field of research has also been important in getting away from polarization of effects from the child and effects from the parent to an appreciation of the importance of dyadic processes. Moreover, recently, researchers have recognized the value of focusing on other levels of analysis including triadic and family levels of analyses as well. Fueling this new interest in these more complex levels of family organization are recent advances in measurement, which permit more precise quantitative assessment of these aspects of family systems. Studies of normal language development and the emergence of reading have also been

## JOB OPENING

### The Child Development Program CALIFORNIA STATE UNIVERSITY, CHICO

**ASSISTANT PROFESSOR.** Applications for a tenure-track faculty position in **CHILD DEVELOPMENT** starting **August, 2000** are being accepted. The Child Development Program emphasizes quality teaching at the undergraduate level. The teaching responsibilities will be principally in child growth and development with courses in child assessment, research methods, and may include courses in secondary areas such as developmental program models and their administration. Specific teaching assignments depend upon the background of the individual and the needs of the program. Additional Duties: provide academic advising and mentoring, launch a productive research and grant program, and participate in service to the program, university, and community. Qualifications: Ph.D., or equivalent, with a specialization in Child Development and academic preparation in child assessment, research methods, developmental program models and their administration. College-level teaching experience, accomplishments in research and scholarly activities in Child Development, demonstrated ability, and/or interest in working in a multi-ethnic and multi-cultural environment also required. Desired Qualifications: Ph.D. in Child Development or closely related field; demonstrated ability to work cooperatively with colleagues; post doctoral college level teaching experience; academic preparation in learning outcomes assessment; interest in interdisciplinary and collaborative teaching and research with faculty from other disciplines.

**As a University that educates students of various ethnic and cultural backgrounds, we value a diverse faculty and seek to create as diverse a pool of candidates as possible.**

**Review of applications begins January 3, 2000 and continues until the position is filled.** Send a letter of application, curriculum vitae, graduate transcripts, summaries of teaching evaluations, evidentiary materials including syllabi of courses taught, copies of publications, and three letters of recommendation to: Dr. Bradley Glanville, Chair, Search Committee, Child Development Program, California State University, Chico, CA 95929-0220. Phone 530-898-5250, FAX 530-898-5694; E-mail: <bglanville@csuchico.edu>, Website: [http://www.csuchico.edu/chld/vacancy\\_chldev.html](http://www.csuchico.edu/chld/vacancy_chldev.html). For disability-related accommodations call 530-898-5250 (or TDD 530-898-4666). CSU, Chico is an EEO/AA/ADA employer and only employs individuals authorized to work in the U.S. Salary range: based on education and experience.



## COMMENTARY (cont. from Page 5)

crucial in transforming concepts of developmental language disorders and of dyslexia. Thus, the awareness of the importance of phonological deficits in the latter arose directly out of normal developmental studies.

### Clinical Studies of Psychopathology

There are too many examples of the specific gains from clinical research in relation to individual mental disorders for any listing to be useful. Instead, let us draw attention to sets of findings that have had broad implications. First, both behavior genetic and longitudinal studies have been as one in indicating that many of the traditional diagnostic demarcations are mistaken. This is dramatically shown, for example, by the ways in which it has become clear that the genetic liability to autism extends much more broadly than the traditional concept of a seriously handicapping disorder. Similar research has indicated the need to consider schizophrenia in relation to schizotypal personality disorders as well as overt psychoses. It also seems that there may be connections between multiple tics, Tourette's syndrome and certain forms of obsessive-compulsive behavior. A second example is provided by the growing evidence of the importance of dimensional risk factors. This is, of course, as evident in the broader field of internal medicine as it is in psychiatry. However, the importance of personality traits such as neuroticism in relation to both anxiety and affective disorders is illustrative of this feature. A third area where gains have been made concerns the study of comorbidity. For many years, this was ignored and it then became unhelpfully fashionable with a plethora of studies simply documenting its existence. Research has been informative in indicating that some apparent comorbidity is artifactual but, equally, it has shown that a suitable research approach may use comorbidity informatively to study risk mechanisms. Behavior genetic research has strongly underlined the importance of considering the interplay between nature and

nurture and not just the partitioning of variance into genetic and environmental influences. Thus, there is good evidence of the importance of gene-environment correlations and interactions and their role in individual differences in environmental

Behavior genetic research has strongly underlined the importance of considering the interplay between nature and nurture and not just the partitioning of variance into genetic and environmental influences.

risk exposure as well as in people's susceptibility to environmental hazard.

### Future Research Needs

It is apparent from our few examples of the benefits from recent behavior science research that there is a great need to continue many of the areas of research endeavor that have been mentioned. Here, we highlight some of the developments or changes of direction that we see as likely to prove important.

### Functional Imaging

It is clear that functional imaging is likely to be a priority area in biomedical research during the next decade. It is equally clear that, with respect to psychiatric disorders, one of the most important imaging approaches will concern the analysis of brain function during highly focused tasks. Already, as indicated above, this is producing very interesting, and potentially important, findings in relation to a range of cognitive processes and it has high potential in the study of areas of psychopathology including autism, attention-deficit/hyperkinetic disorder and obsessive-compulsive disorders. Developmental cognitive psychologists have played a major role in the development of cognitive and emotional processing tasks that

constitute the core of this research and their role is likely to be even more important in the years to come. It should be noted that these tasks derive out of developmental research that has concerned both normal and abnormal samples. We wish to emphasize the importance of clinical researchers (both psychologists and psychiatrists) who combine expertise in the study of psychopathology and cognitive processing and also the technology of functional imaging. Progress is likely to be very slow if there is not an integrated bringing together of skills. The development of technology will not do this on its own.

### Nature-Nurture Interplay

It is obvious that genetic research is likely to be a major priority in the years ahead. That is both because genetic factors have been found to contribute in a substantial way to individual differences in the liability to most sorts of psychopathology and because technical advances, most especially the completion of sequencing of the human genome, greatly opens up the opportunities in molecular genetics. Nevertheless, it is also very apparent that some of the priorities have crucial implications for social and behavioral sciences, and that molecular genetic research needs to be concerned with nature-nurture interplay and not just with the search for mutant genes. In that connection, it is crucial that the evidence is consistent that the great majority of psychiatric disorders constitute complex multifactorial conditions that involve major environmental, as well as major genetic, influences. It should be added that 'nature' includes maturational processes that include the stochastic variation that is inherent in probabilistic developmental programming, and that 'nurture' includes prenatal physical influences. It is equally important that the same research has shown that many of the risk processes involve dimensional risk factors and that many of these are not diagnosis-specific. The research needs can be considered in relation to several

## COMMENTARY (cont. from Page 6)

different headings.

### Psychosocial Risk Factors

Although there is good evidence of the contributory causal role of environmental risk factors for most sorts of psychopathology, we lack a good understanding of the differences between risk indicators that are not themselves involved in the causal process and risk mechanisms that are directly implicated. Psychosocial research will need to respond to the challenges of ensuring that the testing of environmental risk hypotheses takes proper account of the possibility of genetic mediation of effects, and of person effects on the environment. In that connection, there are several different research strategies that provide quasi-experimental control because they 'pull apart' variables that ordinarily go together. These include several sorts of adoption designs, several sorts of twin designs, a variety of 'natural experiments', migration strategies, the study of secular trends, and intervention studies.

The importance of person effects on the environment was first highlighted by developmental researchers in the late 1960s, and it has become increasingly clear that these are pervasive, albeit usually in the context of bidirectional effects. Developmental studies are much needed in order to understand the processes that are involved in how individuals evoke or elicit behavior in other people that constitutes psychosocial risk influences. Investigations are particularly needed into the long-term consequences of such effects.

Developmental studies have also been very informative in showing the more long term shaping and selecting effects by which people influence their environments. During recent years the crucial importance of individual differences in environmental risk exposure becomes very clear and this constitutes a major research agenda for the years ahead. However, such individual differences may also be due to societal features such as those

inherent in both housing policies and racial discrimination, and developmentalists are now playing an important role in such research. A further aspect of this broader concern of person-environment interplay concerns the role of situational influences. These are known to be important with respect to areas of psychopathology that include suicidal behavior and antisocial behavior. Behavioral sciences have much to contribute in delineating how these operate and how they may be controlled so that they operate adaptively.

Research has also produced increasing evidence of gene-environment interactions such that individual differences in people's susceptibility to environmental hazards is influenced by genetic factors. This has been shown in relation to infections and allergies and there is now growing evidence in the area of psychopathology. The finding has important challenges for psychosocial researchers but, at least as importantly, it has implications that the study of genetic influences on multifactorial disorders needs to have a major investment in examining the ways in which environmental influences operate and are influenced by genetically influenced susceptibilities. The post-genomic

There needs to be a greater recognition of the importance of the ethnic, religious, and cultural background of children and adolescents in our studies of both normal and atypical development.

era is going to need to have major investments in what has come to be called molecular epidemiology and that means a bringing together of the expertise of behavioral scientists and molecular geneticists.

One of the key findings from behavioral sciences in recent years has been the

major rise in the frequency of many disorders in young people, especially those from early to late adolescence and young adults (a rise that seems to be largely restricted to this age group). Thus, this is apparent with respect to drug taking and alcohol problems, depression, suicidal behavior, and antisocial behavior. So far, there has been relatively little research seeking to determine the reasons for these major secular trends, and that constitutes a research priority if society is going to be able to deal with rising levels of disorder.

In the past, much research into psychosocial influences has been concerned with the role of acute life events in provoking the onset of psychiatric disorder and the role of family-wide influences (such as discord and conflict) and overall susceptibility to disorder. Because of the consistent evidence that much psychiatric disorder is recurrent or chronic, there is a need for psychosocial research to focus on the overall liability over time to psychiatric disorder, rather than the timing of the onset of disorder. Also, research is needed into within-family differences in relationships, peer group influences, and school influences. In each of these three cases, there is evidence of their importance but we know much less about the mechanisms involved.

A further topic that needs to be a priority concerns the effects of psychosocial influences on the organism. It has become clear that, in some circumstances, the effects of adverse experiences can be quite long term and, if use is to be made of this finding in designing effective methods of prevention or intervention, it is necessary to know more about the mechanisms involved. Research is required to determine, for example, whether the carry-forward of effects resides in neuro-endocrine changes, in changed patterns of interpersonal interaction, or in cognitive sets, to mention just three out of a much larger list of possible alternatives.

## COMMENTARY (cont. from Page 7)

### **Sensitive Periods and the Possibility of Developmental Programming**

Although research has shown that the previous fixed concepts of critical periods were mistaken, there is now growing evidence that there are important sensitive periods and also that experiences in early life may be involved in programming later development. It appears that there are age-related sensitivities and also that particular experiences may influence maturation in ways that have long term effects. In the field of internal medicine, this has been evident, for example, in relation to the effects of intra-uterine and neonatal growth as risk factors for coronary artery disease, hypertension and diabetes in middle and later life. There are similar parallels in the psychological arena, of which the effects of visual input on the development of the visual cortex is the best established. However, recent studies of severely deprived young children have re-opened the possibility of somewhat comparable effects in relation to social development. Theoretical and practical implications are important, and research to investigate the mechanisms involved is much needed.

### **Continuities and Discontinuities between Normality and Pathology**

In the past, psychiatrists have sometimes assumed a discontinuity between mental disorders and normality, but research in the field of developmental psychopathology, just as in comparable research in the field of internal medicine, has shown many continuities. The risk factors for many medical disorders lie in dimensional attributes of one sort or another, and it is clear that a proper understanding of normal development is going to be crucial because of its implications for pathology as well as because of its importance in its own right. Examples have been given above with respect to contributions of this kind in the past and it is evident that the needs continue and should shape future research as well.

### **Intervention Studies**

Well-conducted randomized controlled trials of different forms of treatment, both psychological and pharmacological, will continue to be a priority for some years to come. However, it is important that future research of this type has certain important qualities. We would particularly highlight the need for measurement and evaluation of the mediating therapeutic processes, with comparisons within treatment groups, in order to identify the effective components of the treatment; the need to identify individual differences in response (whether due to factors in the individual or factors in the treatment package); the value of treatments in preventing relapse, as much as in the immediate relief of symptoms; the need to study how to ensure a good compliance of families with treatment (a particular problem in relation to disorders involving disruptive behavior); and the need to examine how treatments shown to be effective when given by experts can be translated into a broader range of ordinary community services.

### **Recognition of Racial and Ethnic Diversity**

There needs to be a greater recognition of the importance of the ethnic, religious, and cultural background of children and adolescents in our studies of both normal and atypical development. Recent research suggests that some forms of childhood problem disorders (such as antisocial behavior and school dropout) may vary across ethnic groups and that groups vary in their ability to access mental health services.

Sometimes a recognition that this is so has led to concerns that research samples should be representative of the ethnic, religious and cultural diversity of our population. In our view that is a mistaken solution because it implies a totally misleading homogeneity among ethnic minorities and because it implies that ethnicity is an explanatory variable rather than a marker of risk processes with which it happens to be associated. We need to

understand why ethnic, religious and cultural groups differ among themselves so greatly and why some appear more at risk, and others less at risk, for negative outcomes. That requires comparative studies in which the subgroups of interest have an adequate sample size for analyses to be meaningful.

A variety of types of studies are needed. First, more epidemiological studies are needed to assess the rates of occurrence of different types of mental health problems and mental disorders in different racial and ethnic groups. Second, better studies of the processes that underlie these cross-ethnic variations are required if appropriate process-based intervention and preventative programs are to be developed. Third,

### **Job Opening**

#### **University of California, Santa Cruz**

Developmental Research Postdoc, University of California, Santa Cruz. Two-year postdoctoral traineeship in NIH-funded developmental research training program, to begin Winter or Spring 2000. The trainee will develop research of mutual interest with program faculty, focusing on individual, interpersonal, and cultural processes involved in human development in diverse communities and in institutions such as families and schools. Faculty: Akhtar, Azmitia, Callanan, Cooper, Gibson, Gjerde, Harrington, Leaper, Rogoff, Tharp, Thorne. Send vita, reprints, and statement of research interests and career goals, and request at least three recommendations to be sent to: Barbara Rogoff, Postdoc Search, 277 Social Sciences 2, University of California, Santa Cruz, CA 95064. Applications will be considered beginning December 1 and until filled. Minorities are especially encouraged to apply.



more attention needs to be given to how intervention, prevention, and treatment programs can be designed to maximize their effectiveness by being sensitive to ethnic and cultural background variables. Fourth, research on the developmental mental health of different ethnic groups provides a unique opportunity to conduct natural experiments that can provide tests of different theoretical viewpoints. More research on this issue of ethnic variation in development will have important payoffs for both basic developmental understanding of mental health as well as applied aspects of treatment and prevention. Rather than conceptualizing this issue of ethnic diversity as a separate focus, by careful selection of samples, this issue can be addressed as an integral part of the programs of research outlined throughout this document.

#### **Fostering Research Careers**

The issues of training of new scholars in research careers continue to pose special challenges. There are shortages of well prepared researchers both in clinical research and in nonclinical research areas. We know that NIMH has maintained the budgets for training at fairly steady levels, but with inflation and much needed increases in stipend levels, the actual number of traineeships continues to dwindle. The shortages of researchers in so many departments devoted to clinical research on mental health issues make this a topic that must be addressed. Further, it is increasingly important that new types of training opportunities reflect the multidisciplinary focus (meaning not just multiple disciplines but cohesive working together among them) of so much of the leading research previously reviewed. Finally, it is imperative that new scholars from the full range of underrepresented ethnic groups be encouraged to enter this field.

#### **Addressing Mental Health Concerns**

The importance of translation of findings and methods from the developmental sciences to address mental health

concerns is illustrated by the commitment SRCD and other professional research associations have made to accomplishing these goals. For example, for over 20 years we have maintained an office with professional staff in Washington, DC, that has worked on multiple fronts. Monitoring legislation concerning science and concerning children and families has been a major activity. We have had over 60 policy fellows working both in congressional offices and in federal funding agencies since the mid-70's and they have had important influences in many spheres and over half have moved on to key positions in government, granting agencies, and the private sector. We have also produced a publication called the Social Policy Reports, appearing 3-4 times per year, which focuses on topics of major social concern and reviews literature and policy implications. Finally, the Committee on Public Policy and Public Information of SRCD is one of our most active standing committees and has undertaken many projects, such as special issues of Child Development on topics such as poverty and on minority children. These have major import concerning mental health in the world's children.

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#### **White House Fellowships**

The White House Fellowship program, established in 1964, is designed to provide gifted Americans who are early in their chosen careers with some first-hand experience of governing the nation. White House Fellows, whose average age is typically 32 or 33, are expected to have a record of remarkable achievement and a proven commitment to public service.

To obtain an application for the 2000-2001 program, please write to the White House Fellows Program, 712 Jackson Place, N.W., Washington, D.C. 20503. Only U.S. citizens may apply, and employees of the Federal government are not eligible unless they are career military personnel. The application deadline will be February 1, 2000. See the website ([www.whitehouse.gov/WH\\_Fellows/](http://www.whitehouse.gov/WH_Fellows/)) for additional information.

#### **Want to Have An Impact on Policy?**

##### **Apply Now for an Executive Branch Policy Fellowship**

The selection process is underway for the SRCD Executive Branch Policy Fellowships program. These fellowships are designed to provide greater interaction between the developmental research community and federal research programs and policies. Past Fellows report that their experience strengthened their academic credentials in policy-relevant research and for some, opened doors to varied research-based career opportunities outside academia.

Fellows may work in a variety of agencies, including the ACYF, the NICHD, the NIDA, the NIMH, the NIJ, and the DOE.

The Fellowships will begin September 1, 2000 through August 31, 2001, although the fellowship may be extended or renewed at the agency's discretion. Following an orientation program at AAAS, Fellows work as resident scholars in federal agencies that sponsor developmental research. Applicants must have a doctoral-level degree, must demonstrate exceptional competence in an area of child development research, and must be a member of SRCD. The stipend, paid by the agency, is \$45,000-65,000, depending on the candidate's experience.

Don't miss this exciting opportunity to go to Washington and use your research skills outside the academic setting. The application deadline is December 15, 1999. Send applications to: Lauren G. Fasig, Director, SRCD Office for Policy and Communications, 750 First Street, NE, Washington, DC 20002-4242. Phone: 202-336-5951; fax: 202-336-5953; email: [SRCD@apa.org](mailto:SRCD@apa.org). Additional information is also available at the SRCD Website: <http://www.srcd.org>.

# SRCD NOTICES

## Availability of Back Issues of SRCD Journals

### Monographs of SRCD

The following back issues of Monographs of SRCD are available from the SRCD Executive Office. There is no other source for these publications, and when our supply is exhausted, these issues will be *out of print*.

Year	Serial #	Volume	Issue	Title	Author(s)
1988	218	53	2	<i>Achievement in the first 2 years of school: patterns and processes.</i>	Karl L. Alexander & Doris R. Entwisle
1989	219	54	1-2	<i>The development of emotion expression during the first two years of life.</i>	Carol Z. Malatesta, Clayton Culver, Johanna Rich Tesman & Beth Shepard
1990	221	55	1-2	<i>Contexts of achievement.</i>	Harold W. Stevenson & Shin-ying Lee
1992	226	57	1	<i>Self-evaluation in young children.</i>	Deborah Stipek, Susan Recchia & Susan McClintic
1992	227	57	2-3	<i>Coping with marital transitions.</i>	E. Mavis Hetherington & W. Glenn Clingempeel
1992	228	57	4	<i>Over-regularization in language acquisition.</i>	Gary F. Marcus et al.
1992	229	57	5	<i>Testifying in criminal court.</i>	Gail S. Goodman et al.
1992	230	57	6	<i>Development of infants with disabilities and their families.</i>	Jack P. Shonkoff et al.
1993	231	58	1	<i>Young children's understanding of pretense.</i>	Paul L. Harris & Robert D. Kavanaugh
1993	235	58	7	<i>Early supplementary feeding and cognition.</i>	Ernesto Pollitt et al.
1994	238	58	10	<i>Vocabulary development: a morphological analysis.</i>	Jeremy M. Anglin
1994	240	59	2-3	<i>The development of emotion regulation.</i>	Nathan A. Fox, ed.
1994	242	59	5	<i>Variability in early communicative development.</i>	Larry Fenson et al.

Rates quoted below are for first class U.S. mail and surface mail to all other countries.

Country	Single	Double
U.S.	\$20.00	\$25.00
Canada & Mexico	\$20.00	\$25.00
Other	\$20.00	\$25.00

for more information.

### ERIC Documentation, Uncover Division

Copies of individual articles which appeared in *Child Development* (1988 Vol. 59, No. 5 through current issue, except Vol. 64, No. 3, are available. Visit their website ([uncweb.carl.org](http://uncweb.carl.org)) for more information.

### Newsletter Display Advertising Rates

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1/4 Page	4.75" x 3.5"	\$165
1/8 Page	2.25" x 3.5"	\$115

### Other Sources

#### Blackwell Publishers

Back issues of all three SRCD journals from 1995-current year are available from Blackwell Publishers. Please visit their website ([www.blackwellpub.com](http://www.blackwellpub.com)) to place orders.

#### Bell & Howell Information and Learning, Jackson Road, Ann Arbor

As of 12/98, only an entire year/volume may be purchased. Call (734) 761-4700

### SRCD Advertising Rates

#### SRCD Website Display Ad Rates

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3.75" w x 3.5" h	\$50	\$10
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7.5" w x 10" h	\$150	\$30
2 x full size	\$200	\$40

Additional months: \$10 each.

For additional rate quotes or other information, contact the SRCD Executive Office:

Tel: (734) 998-6524  
Fax: (734) 998-6569  
E-mail: [sacd@umich.edu](mailto:sacd@umich.edu)



# ANNOUNCEMENTS

## Introducing the New Editor

The SRCD staff welcomes Pamela Trotman Reid as the new editor of the SRCD Newsletter. Pam is currently Professor of Psychology and Education at the University of Michigan, as well as a Research Scientist at the UM Institute for Research on Women and Gender. She moved just last year from her faculty and administrative positions at the CUNY Graduate School and University Center to the new post in Ann Arbor.



Pam considers the newsletter an important vehicle for facilitating communication among SRCD members and begins her six-year term with energy and enthusiasm. She hopes to continue and expand the vital role that the newsletter has played in the organization. The first change she will undertake will be to increase the number of issues for the year 2000 from three to four in order to make some announcements and information more timely. In addition, she wishes to encourage members to offer her their suggestions and ideas on topics and formats for future newsletter issues. Her email address is: [pamreid@umich.edu](mailto:pamreid@umich.edu).

**New England Educational Institute** announces its 7th Annual Florida Symposia, February 14-15, 2000, Marco Island, FL.

## New Washington Office Representation

The Committee on Child Development, Public Policy and Public Information is pleased to announce the new SRCD Office for Policy and Communications in Washington, DC. Please direct all policy related inquiries to the Director, Lauren Fasig, at 750 First Street, NE, Washington, DC 20002-4242 or by e-mail at [SRCD@apa.org](mailto:SRCD@apa.org). SRCD extends tremendous thanks to Alan Kraut and Sarah Brookhart of the American Psychological Society for their outstanding representation of SRCD over the last decade.

**The Jean Piaget Society** invites submissions for the 30th Annual Meeting of the Jean Piaget Society which will take place in Montreal, Canada, June 1-3, 2000. Scholars interested in the development of knowledge are invited to participate, whatever their discipline. A panel of distinguished plenary speakers (anthropologists, developmentalists, intellectual historians, and philosophers of mind) will give presentations on the theme of how alternative understandings of selfhood and distinctive conceptions of mental life have cohered in history, culture, and development. Although, the plenary sessions will be organized around this general theme, individual submissions do not have to be related to the theme. Specific instructions for the December 1 submission deadline can be obtained from the Call for Papers posted on the Jean Piaget website: <http://www.piaget.org> or by writing to: Dr. Cynthia Lightfoot, Vice-President Jean Piaget Society  
Penn State Delaware County  
25 Yearsley Mill Road  
Media, PA 19063-5596 USA

## Correction

In the last Washington Report, we misidentified the parent institution of the Maternal and Child Health Bureau. It is the Health Resources and Services Administration (HRSA).

**The National Council on Family Relations (NCFR)** is a nonpartisan, nonprofit organization with over 4000 members worldwide. Researchers, educators, practitioners, and policy makers from all family fields and disciplines share knowledge and information about families. NCFR publishes two scholarly journals, *Journal of Marriage and the Family* and *Family Relations*, plus family life education materials, books, video and audio tapes, and a quarterly newsletter. NCFR's 61<sup>st</sup> Annual Conference will be held November 12-15, 1999 in Irvine, California. This year's theme is *Borders, Boundaries, and Beacons: Diverse Families in Dynamic Societies*. NCFR sponsors the Certified Family Life Education Program, the only national program to certify family life educators. For further information, visit the website ([www.ncfr.org](http://www.ncfr.org)) or contact Doris Hareland, Membership Coordinator (Tel: 612-781-9331, ext. 23; E-mail: [harelandd@ncfr.org](mailto:harelandd@ncfr.org)).

**International Society for Research on Aggression (ISRA)**. The 14th World Meeting of ISRA, "Prevention and Control of Aggression and the Impact on Its Victims," will be held in Valencia, Spain, July 9-14, 2000. For more information, contact the Conference Organizer: Dr. Manuela Martinez, Faculty of Psychology, University of Valencia, Avda. Blasco Ibanez, 21, 46010 Valencia, Spain (Tel: 34-96-3864420; Fax: 34-96-3864668; E-mail: [isra2000@uv.es](mailto:isra2000@uv.es)).

**Center for Parent Education (CPE)** announces the 8th Annual Conference on Parent Education to be held February 18-19, 2000 at the University of North Texas, Denton, TX. A preconference, "Core Knowledge and Skills for Working with Families," is scheduled for February 17, 2000. For more information, contact Arminta Jacobson (Tel: (940) 369-7246; E-mail: [jacobson@coefs.coe.unt.edu](mailto:jacobson@coefs.coe.unt.edu) or [hirschy@coefs.coe.unt.edu](mailto:hirschy@coefs.coe.unt.edu); Website: [www.unt.edu/cpe](http://www.unt.edu/cpe)).

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Membership Applications are available on SRCD's website ([www.srcd.org](http://www.srcd.org)).

Society for Research in Child Development  
University of Michigan  
505 East Huron - Suite 301  
Ann Arbor, MI 48104-1522



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